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ABSTRACT

Nonformal education (NFE) in urban Kenya was examined in a study that focused on Kisumu, Mombasa, and Nairobi. Data were collected from the following sources: a literature review; investigations of 88 nonformal, informal, and community schools and centers in the three cities; and interviews with 14 key persons involved in delivery of NFE. The following were among the key findings: (1) the concept of NFE was not well understood by those who offered it; (2) most schools/centers were temporary and makeshift shelters; (3) low fees were the greatest attraction of NFE schools; (4) most learners were poor, and many were former street children, homeless children, and child labor victims; (5) dropout rates were high, especially for females; (6) curricula were diverse and responded to learners' needs; and (7) NFE schools/centers received different types of support from government and nongovernmental organizations. Ten recommendations for improving delivery of NFE in urban Kenya were presented. (Nineteen tables/figures are included. The following items are appended: data on enrollment in NFE in Nairobi; a list of NFE schools and centers studied; a list of key persons interviewed; and a chronology of research on NFE in Kenya in 1994-2000. The bibliography contains 29 references.) (MN)

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Non-Formal Education in Urban Kenya

Findings Of A Study in Kisumu, Mombasa and Nairobi

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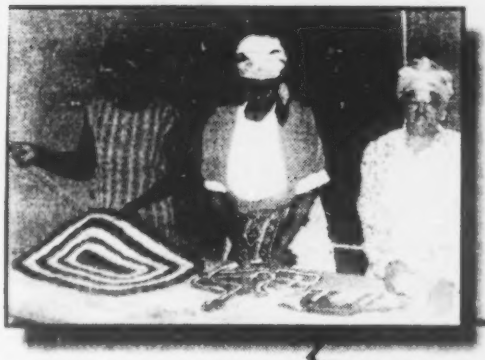

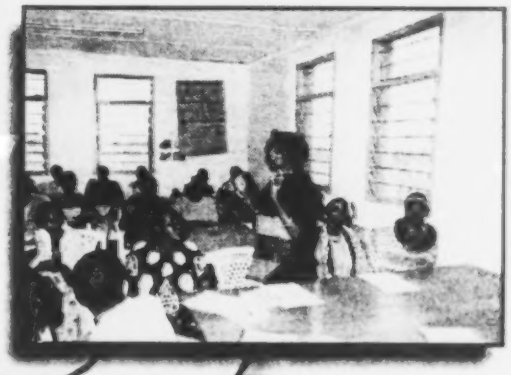

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Mombasa

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Cover Photos:

Top Left: Adult learners at the Muisuni Community Leaming Resource Centre (CLRC), Kangundo Division, Machakos District. "*Learning and Earning*"

Top Right: Participants at the Leamer-Generated Materials Workshop, Korr, Marsabit District. "*Production of Learner-Generated Materials (LGMs). "Tapping -Indigenous Knowledge* ".

Bottom Left: Leamers at a *Ilchekuti* (Shepherds' Programme), Maralal, Samburu District. "*Access to Education for All*"

Bottom Right: Out-of-School Youth Programme, Nakuru District.

NON-FORMAL EDUCATION IN URBAN KENYA

FINDINGS OF A STUDY

IN

KISUMU, MOMBASA AND NAIROBI

By

Ekundayo J. D. Thompson

German Technical Co-operation (GTZ) – Kenya

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April 2001

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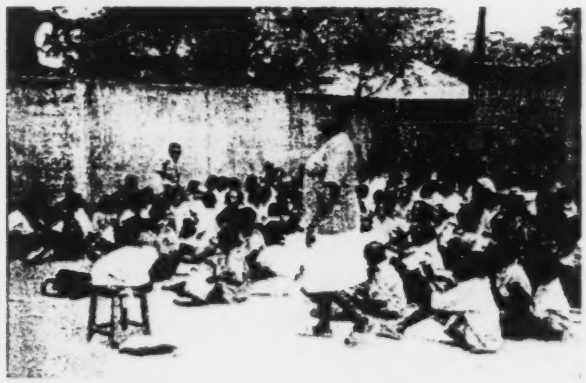
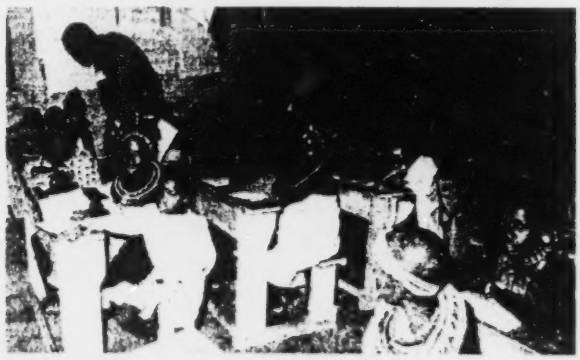
Education is a fundamental right of every person; a key to other human rights; the heart of all development; the essential prerequisite for equity, diversity and lasting peace. - World Education Forum, **Education for All: All for Education, A Framework for Action**. Dakar, April 2000.

Adults education class (Korr, Marsabit District)



Frere Town NFE Community School, Kisauni, Mombasa



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ABBREVIATIONS AND ACRONYMS

AABE	Alternative Approaches to Basic Education
ABEK	Alternative Approaches to Basic Education in Kenya
AA-K	Action Aid Kenya
CBS	Central Bureau of Statistics
CESA	Comprehensive Education Sector Analysis
CNSP	Children in Need of Special Protection
CIDA	Canadian International Development Agency
DAE	Department of Adult Education
EFA	Education For All
FAL	Functional Adult Literacy
FE	Formal Education
GTZ	German Technical Co-operation
KIE	Kenya Institute of Education
KCPE	Kenya Certificate of Primary Education
MOEST	Ministry of Education, Science and Technology
NFE	Non-Formal Education
ILO	International Labour Organization
IPEC	International Programme for the Elimination of Child Labour
PLP	Post-Literacy Project
PraSuPE	Practical Subjects in Primary Education
UBEP	Undugu Basic Education Programme
UNICEF	United Nations Children's Educational Fund

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Sophia Waweru word processed the report and Martin Yiga-Matovu reviewed it. Photographs are produced courtesy of Danson Mbaria and Nora von Randov. David Atebe helped with the charts.

Thank you all!

1 Section 9 has been adapted from the book *Non-Formal Education in Sub-Saharan Africa: The Imperatives of Quality Supply* by Momadou Bagayoko and Ekundayo J. D. Thompson (forthcoming)

Foreword

This report contains the findings of a study of eighty-eight non-formal schools and centres in Kisumu, Mombasa and Nairobi. The findings which represent the non-formal education situation as at November 2000, should be of interest to all those who are involved in the provision of educational opportunities for out-of-school children and youths.

The study was carried out to fulfil four interrelated purposes; firstly to generate data and information as bases to understand the non-formal education sub-sector, in particular the schools and centres variously described as "informal" and "non-formal". Secondly, to use the knowledge generated from the study to plan specific interventions to improve the quality of non-formal education on offer including the training of teachers in the non-formal sub-sector. Thirdly, to provide a basis for offering advice to the Department of Adult Education (DAE), which is implementing the Post-Literacy project with technical support from GTZ, and other stakeholders on what measures to take to improve the quality of non-formal education. Out-of-school youths and adults are the projects' target groups. Fourthly, to provide an informed basis to advocate for policy in favour of non-fortnal education in Kenya, and beyond. Support for policy and institutional reforms constitute a core objective of the Post-Literacy Project.

The study which was carried out in the wake of an upsurge of interest in non-formal education in Kenya, in the year 2000, which witnessed fruitful collaboration and partnership in mainstreaming Non-Formal Education and Alternative Approaches to Basic Education. Two landmark meetings, namely the Stakeholders' Forum on Non-
Formal Education in Maralal, Samburu District, and the National NFE Symposium in Mombasa were held in 2000, prior to the World Education Forum 2000 in Dakar, Senegal which adopted the Dakar Framework for Action. This Framework reiterated that:

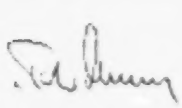
All children, young people and adults have the human right to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual's talents and potential and developing learners' personalities, so that they can improve their lives and transform their societies.

To this end, new methods, approaches and techniques in facilitating learning are called for within the contexts of youth and adult education. The concept of "Youth and Adult Education" present tremendous challenges to current practices and, undoubtedly opportunities for linkages between formal and non-formal education on the one hand, and education of children and adults on the other.

Adult education is part of the process of lifelong learning of which the education of children and youth is an integral part. Development of autonomy and sense of responsibility as well as knowledge and capacities of people and communities are the overarching objectives of adult and non-formal education.

The partners in non-formal education, namely the Ministry of Education, Science and Technology, the Department of Adult Education, UNICEF, Canadian International Development Agency (CIDA) and LJNESCO are poised to contribute significantly to achieving the objectives and goals of a basic education for all, that is characterised by equity and quality.

Special thanks to to Mr. Ekundayo Thompson for his never-ending efforts in the area of adult and non-formal education.



Peter Croll
Director, GTZ Office, Kenya April 2001

EXECUTIVE SUMMARY

This report presents the findings of a study on Non-Formal Education (NFE) in Kisumu, Mombasa and Nairobi. The study was carried out to fulfil the following purposes:

> to generate data and information as bases to deepen insights into the non-formal education sub-sector.
>
> on the basis of the data and information generated, to plan specific interventions towards improving the quality of non-formal education.
>
> to provide an informed basis for advising the Department of Adult Education and other stakeholders including NGOs and CBOs, on possible courses of action in non-formal education including policy advocacy.

Eighty-eight "non-formal", "informal" and "community" schools and centres were investigated to determine the purpose, nature and scope of their provision. The methods of the investigation included administration of questionnaires, observation of pedagogical processes and interviews of key persons involved in the provision and management of non-formal education. The investigation was based on the proposition that *non-formal education in Kenya is a curricular organizational approach to provision of basic education for all.*

The findings and recommendations of previous studies on NFE were reviewed and an extensive literature review undertaken. The review of literature provided both the conceptual and contextual frameworks for the study. A common thread which runs through the myraid definitions of NFE is the nature and locus of its provision in terms of its organization outside the framework of the formal school system, the characteristics of the clientele and its focus on learning objectives. The findings of the study revealed that, non-formal schools and centres are not markedly different from normal primary schools in terms of curricular content. Their difference lies in the fact of their ability to provide access to education and learning opportunities for children, youths and adults who, in the absence of NFE schools and centres, may have been left out.

The study revealed the following:

- *Concept of non-formal education*

The concept of "non-formal education" is not well understood by those who offer it. Many of the schools and centres were established for rehabilitation purposes i.e. rehabilitation of children in especially difficult circumstances or children in need of special protection.

- *Geo-social situations of the schools and centres*

The majority of the schools and centres were found to be in poor urban and peri-urban areas, and a few were located in lower working class areas. The environments in the poor areas where these institutions are situated were reported to be least conducive. Some of them were even discovered to be detrimental to the health and general well-being of the learners.

- *Physical facilities*

A majority of the places which were referred to as schools and learning centres were temporary and makeshift shelters. Sixty-one percent of the schools and centres were housed in temporary and makeshift structures. The temporary nature of the structures was due to the fact that there was no ownership to the land on which the institutions were situated and consequently there could not be any development of permanent structures.

- *School fees*

Low fees was found to be the greatest attraction to non-formal schools. Evidence of the inability of households to meet the cost of educating their children was overwhelming, and inability to pay was a major cause of dropout from formal schools.

- *Learners' characteristics*

The learners are former street children, homeless children, child labour victims and regular pupils. The majority of them are poor.

- *Dropout*

Dropout was found to be high. More females dropped out than males from institutions of all three areas studied.

- *Curriculum diversity*

There was curriculum diversity which was found to respond to the diversity of the needs of learners, their ages and levels of ability.

- *Characteristics and needs of the teaching force*

The teaching force was composed of

Volunteer teachers
Pre-service trained teachers
In-service trained teachers
Un-trained teachers
Primary school leavers
Secondary school leavers
Adult education teachers
Community members

Three priority needs were expressed by all the schools and centres, namely training of their teachers, provision of teaching and learning materials, payment of teachers' salaries. The study found the need for training to be justified because the majority of the teachers were found to be untrained. Training needs expressed included, training in non-formal education, guidance and counselling, training in management.

- *Remuneration*

The study found that volunteer teachers were not paid and that others e.g. community members were given "a token".

- *Pedagogical process*

A variety of methods and techniques were used to facilitate learning. However, lesson observations revealed that formal teaching techniques were extensively used.

- *Sources and types of support*

NFE schools and centres received different types of support from government, non-governmental organizations, and inter-governmental agencies.

Recommendations

1. Inclusion of NFE in the basic education system with parity of esteem of the formal and non-formal sub-sectors. This would obviate the problem of non-formal education being regarded as a lesser option reserved for the poor.

2. Interfacing between the formal and non-formal sub-sectors to facilitate curriculum harmonization and to ensure that the minimum essential learning needs are met. A system of equivalency is recommended to facilitate movement between the two sectors. This, however, should not lead to the demise of the non-formal features of NFE.

3. The Government should assume primary responsibility for provision of basic education including non-formal education.

4. Mechanisms should be put in place to establish the status, competence and professionalism of providers of non-formal education in order to assure quality delivery of service and accountability.

5. NFE teachers should be trained as a matter of urgency and a moral obligation.

6. A directory of non-formal education providers should be established, and a NFE statistical information system developed along the lines proposed by UNESCO.

7. A sustained programme for community education should be formulated. NFE providers, community members, school and centre management and policy makers should be educated on the meaning, nature, purpose, scope, management, and benefits of non-formal education.

8. A special seminar on the concept of NFE should be organized and run for top policy makers in government and non-governmental agencies.

9. The curriculum of NFE schools and centres should take account of the competencies proposed by the *Commission on Education for the Twenty-First Century* i.e.

   Learning to Know
   Learning to Do
   Learning to Be
   Learning to Live Together

On learning to do, the GTZ-assisted PraSuPE Project can offer valuable lessons, and expertise. Possibilities should be explored to include PraSuPE in the operationalization of NFE.

10. The educational opportunities provided by NFE schools and centres should closely relate to life and living.

1.0 Background

1.1 Education For All

The year 1990 has gone down in history as the year in which the international community resolved to take collective action to facilitate the provision of education for all. The World Conference on Education for all: Meeting Basic Learning Needs, which was convened in Jomtien, Thailand adopted the *World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs.* In its preamble *the Declaration* made reference to the following grim realities which evidence a lack of education for all:

> *100 million children including at least 60 million girls have no access to primary schooling;*
>
> *More than 960 million world's adults two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;*
>
> *More than one-third of the adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape and adapt to social and cultural change; and*
>
> *More than 100 million children and countless adults fail to complete basic education programmes millions more satisfy the attendance requirements but do not acquire essential knowledge and skills.*

That was in 1990. A decade later the World Education Forum in Dakar, Senegal assessed progress towards attainment of the goal of education for all, and adopted *the Dakar Framework for Action* which re-affirms the vision of Jomtien, describing it as "pertinent" and "powerful".

Like they were in 1990 the realities at the beginning of the year 2000 were staggering.

> *Less than a third of the more than 800 million children under six years of age, benefit from any form of early childhood education;*
>
> *113 million children, 60 percent of whom are girls, have no access to primary schooling;*
>
> *The majority of 880 million adults who are illiterate are women;*
>
> *The global adult literacy rate is 85 percent for men and 74 percent for women.*

According to *the Framework*, "these figures represent an affront to human dignity and stand as major barriers to eliminating poverty and attaining sustainable development".

The focus of the Jomtien Conference was on **education for all.** "Everyone has a right to education" states the *Universal Declaration of Human Rights.* Everyone, that is, every child, youth and adult, "shall be able to benefit from educational opportunities designed to meet their basic learning needs".

Meeting basic learning needs is the purpose of education for all. There are two components of basic learning needs namely the essential learning tools (literacy, numeracy, oral expression and problem solving) and the basic learning content (knowledge, skills, attitudes and values). Article 2 of the World *Declaration on Education for All* calls for an "expanded vision" of education for all which goes beyond present resource levels, institutional structures, curricula and conventional delivery system. The foci of the expanded vision are on access and equity,

learning and the environment for learning, partnerships, and the means and scope of basic education.

Early childhood care and development opportunities; relevant, quality primary schooling; equivalent out-of-school education for children; literacy, basic knowledge and life skills for youths and adults are some of the provisions proposed in the *Framework for Action* which emphasizes educational provision for the most vulnerable and disadvantaged children, children with special needs especially girls, the poorest and working children. Non-formal education which is the subject of the survey which this report represents, seeks to respond to the learning needs of those who lack equitable access to, and sustained participation in formal education and learning opportunities.

2.0 Introduction

The dynamics of the non-formal education (out-of-school) situation in Kenya cannot be fully understood without an in-depth understanding of the formal basic education sub-sector which has over the years been grappling with a number of challenges that have impacted negatively on the provision of social services, including education. These challenges are a consequence of low economic growth, and the effects of the structural adjustment programme which has necessitated reduction of expenditure on education and other social services. Consequently, parents and households have had to assume more responsibility for the education of their children. This additional responsibility has come at a time of escalating costs, reduced incomes and widespread poverty. The alarmingly high rate of drop-out from primary and secondary schools and lack of access to basic education opportunities can be explained in part, by lack of parents' ability to meet the high and often prohibitive cost of educating their children. Physical and other socio-cultural constraints, such as cultural attitudes and gender bias as far as low preference for educating girls is concerned, are the other reasons for lack of access, low retention and low completion rates and drop-out. Gross Enrolment Rates (GER) dropped from 95% in 1989 to 75.9% in 1998 (6-14 cohort). Completion rates were less than 50%. It is estimated that approximately 55% of the 5.8 million primary pupils drop-out before completing the 8 year primary cycle (Yildiz, *Situational Analysis of Basic Education in Kenya, 1999).* As a consequence of high drop-out and low retention, transition rates declined with less than 45% of the completers of primary schooling transiting to secondary schools.

The arid and semi-arid lands (ASAL) are badly affected by the situation described above in view of the general situation of marginalization and poverty prevalent. It is a scenario of a bad situation getting worse with completion rates between 12% and 35% (Yildiz, *op. cit.*), and an acute under-participation of girls. These problems are compounded by such critical issues as low quality provision and questionable relevance of the curriculum, given the cultural ethos of the ASAL.

According to the 1999 Population and Housing Census, 4.2 million persons had never been to school. (cf. Central Bureau of Statistics, 1999 Population and Housing Census) This has tremendous implications for non-formal education.

3.0 Non-Formal Education Initiatives

It is against the background described above that individuals, communities and organizations have taken action to respond to the education needs of out-of-school children and youths. Over a decade (1990 to 2000) there has been a phenomenal increase in the number of "informal schools", "schools without uniforms", "Slum schools". Information on this sub-sector is scarce. A number of reasons account for the paucity of such information. Among them are the unattractiveness of the sector to education researchers, the ephemeral nature of the schools and centres and the fact that being outside the established formal system of education, the non-formal sub-sector is not accounted for in the statistics of the Ministry of Education. However, available evidence indicates, that the sub-sector is emerging as the subject of discussion and focus of attention. This welcome development can be explained by the increasing number of out-of-school children, and the dominant development philosophy which puts people at the

centre of development. Having a large number of people outside the processes of human capital formation has become a serious cause for concern.

4.0 Rationale for the Study on NFE

The study was carried out firstly, to generate data and information which would provide a basis for understanding the objectives, nature, scope, characteristics and problems of non-formal education provision. Secondly, it sought to elicit information on the needs of the providers (proprietors, managers and teachers) with a view to recommending appropriate action to address them. Thirdly, to provide an informed basis for determining intervention measures by the key stakeholders to improve the quality of non-formal education and learning. Fourthly, to provide an informed basis for policy advocacy in favour of NFE.

5.0 Study Methodology

5.1 Selection of Sample

On the basis of available lists of NFE schools and centres at the Nairobi Provincial Adult Education Office, the Office of the District Adult Education Officer Kisumu, and the Mombasa Municipal Council Education Office, selection of the schools and centres to be studied was done. (See Annexure 2 for the lists of schools and centres.)

Given the situation of unavailability of data for the schools and centres in Nairobi in the year 2000, and the diversity and dispersed nature of non-formal schools and centres, a list was prepared following a fact-finding visit by the researcher to ten schools and centres in various divisions on 24th and 25th July 2000. The visit had a number of objectives including provision of information on the study, enlisting the cooperation and participation of all concerned, and observation of the characteristics of the schools and centres to determine the data items to be included in the study instrument. The 1999 list (cf. Annexure 1) was updated based on information from the Nairobi Provincial Adult Education Office, adult education supervisors in the Divisions and the schools and centres visited. Following is a list of the schools and centres visited.

NFE Schools and Centres Visited on the 24th and 25th July 2000

Centre/School	Location	Division
St. John's Community	Korogocho	Kasarani
Jitegemee Primary and Community School	Korogocho	Kasarani
Ngei PAG Community School	Huruma	Central
Imani Maria Vocational Training Centre	Eastleigh	Central
P.C.E.A. Community Centre	Eastleigh	Central
Kibagare Good News Centre	Kangemi	Westlands
Chandaria Adult Education Centre	Waithaka	Dagoretti
St. Vincent's Youth and Women Training Centre	Dagoretti	Dagoretti
Chaminade Vocational Training Centre	Mukuru Kwa Njenga	Embakasi

For the purpose of random sampling, the schools and centres in Nairobi were categorized, and data items on the following were included in each sample:

- Religious orientation/foundation: Schools and centres run by religious organizations;
- Location: Schools and centres located in slums, and in non slum areas;

• Grade:	Schools and centres which have pre-school and/nursery sections, primary and adult education;
• Official support:	Schools and centres receiving support from the local authorities and the Central Government;
• Age:	Number of years in existence: schools and centres which have been in existence for five years;
• Curriculum:	Schools and centres with 8+4+4 and other curricula.

On the basis of the categorization, 36 schools were selected out of a sample frame of 100. All 28 schools in Mombasa and all 24 schools in Kisumu were included in the study given the diversity which they represented in terms of the non-formal education and formal education defining characteristics.

5.2 Data Collection

5.2.1 Process of data collection, tools of data collection and nature of data collected.

5.2.1.1 Process of data collection

i) Primary data

• data generated by the study instrument

All the schools and centres were visited by the officers of the Nairobi Provincial Adult Education Office and the District Adult Education Offices in Kisumu and Mombasa to administer the questionnaire between August and November 2000. The questionnaire was designed to cover the following data items:

-Background information of the school/centre
-School/centre characteristics
-Fees charged
-School/Centre environment
-Pupils/learners' characteristics
-Admission requirements
-Dropouts
-Completers
-Curriculum
-Teachers' needs and remuneration
-Medium of instruction
-Organization of learning and learning situation
-External support
-School/centre management

The questionnaire data were supplemented by information generated using *Guiding Questions for Key Informants*. The *guiding questions* were used to generate mainly qualitative information from key persons such as policy makers, administrators, learners, parents and members of the community on the objectives, needs and constraints of the schools and centres. Both questionnaire and guiding questions were pilot tested for clarity and coverage of the key data items. (See Annexure 3 for a list of key persons interviewed.)

• data generated by non-participant observation of pedagogical processes.
The researcher observed teaching and learning processes in selected schools to assess the teaching/facilitation methodology.

ii) Secondary data
extensive literature search was carried out; reports of situational analysis of basic education in Kenya and commissions on the education sector were examined with a view to determining the nature of the problem and constraints, and recommendations proposed. (An overview of conclusions and recommendations is presented in section 10.0)

6.0 Rationale for the Locale of the Study

6.1 Kisumu, Mombasa and Nairobi
Kisumu, Mombasa and Nairobi are the three largest towns in Kenya.

6.1.1 Kisumu is in the Kisumu District which is one of the 12 districts in Nyanza Province. According to the 1989 Census, the district had a population of 664,086 people. 263,550 people or 39.7% of the population were children and youths aged 5 to 19 years. The current population is 504,359 (1999 Population and Housing Census).

In 1994 there were 3 NFE centres in Kisumu Municipality for children under 18 years with an enrolment of 250 learners (KIE 1994 Survey).

A study on street children in Africa (Shorter and Onyancha, 1999) revealed that in 1999 there were 4000 street children in Kisumu, which was one of the participating districts in the Government of Kenya (GoK) - United Nations Children's Fund (UNICEF) Programme of Co-operation for 1994 to 1998 and 1999-2003. The components of the programme include non-formal education for out-of-school children and drop-outs from primary school aged 6 to 17 years. Kisumu has also participated in the ILO/IPEC Programme for Elimination of Child Labour 1996/97 and 1998.

6.1.2 Mombasa District

There were 461,223 people in Mombasa in 1989 (1989 Population Census). The population is young with the majority below 30 years. Those aged between 5 and 19 accounted for 31% of the population. The population is now 665,018 (1999 Population and Housing Census).

The KIE 1994 survey found that there were 10 NFE centres, and about 60 *madrassas* run by muslim communities. Mombasa is a participating district in the GoK -UNICEF Programme of Co-operation. Shorter and Onyancha (*op. cit.* 1999) reported that the number of street children in Mombasa was 5000.

6.1.3 Nairobi Province

According to the 1989 population census there were 1,324,570 people in Nairobi compared with 2,143,254 currently (1999 Population and Housing Census). 27.2% of the population were between the ages of 5 and 19 years. In 1994 (KIE Survey) there were 30 NFE centres located in the slums.

Shorter and Onyancha (1999) in their study reported that the number of street children in Nairobi increased from 3,600 in 1989 to 40,000 in 1995 and to 60,000 in 1997 (*op. cit.* p. 16). Another study by Shorter and Onyancha (1994), of 400 street children in Nairobi, found that 90% were between 6 and 15 years of age and about 50% of the children in the study were born in the slums of Nairobi, the other 50% came from various parts of Kenya's rural areas. The authors made similar observations in a study of 634 street children and 32 parents in four urban centres namely Nairobi, Mombasa, Kisumu and Narok. It was reported that the majority of street children were males between 6 and 15 years consisting mainly of urban migrants.

6.1.4 Incidences of Poverty in Kisumu, Mombasa and Nairobi

According to the *First Report of Poverty on Kenya* overall poverty in urban areas was 29 percent. Kisumu (48 per cent) and Mombasa (33 percent) were the centres of high overall poverty. Nairobi showed the lowest incidence of overall poverty with 25.9 percent. Education is regarded as an important factor in poverty alleviation, although being educated does not reduce the chances of being poor.

6.2 The GoK-UNICEF Programme of Co-operation

Under the programme of co-operation NFE Schools and Centres in Kisumu, Mombasa and Nairobi among others have received various forms of technical and material support. Policy guidelines for NFE have been developed by the Ministry of Education, a NFE Curriculum has been designed on the basis of a needs assessment survey, and advocacy for NFE has been initiated. The NFE Desk has been upgraded to a NFE Unit and a deputy director with responsibility for NFE, appointed.

7.0 Proposition

The proposition for the study is that non-formal education in Kenya is a curricular organizational approach to the provision of alternative forms of basic education for all children, youths and adults. The provision and practice are based on the primary objective to provide opportunities for learning to a majority of out-of-school children and youths. These are characterized by flexibility of timing, and duration of the pedagogical process. The status of NFE is increasingly being recognized as an alternative mode of provision in its own right and not an alternative education as erroneously believed by some observers. Given the characteristics of the target clientele including street children, teenage mothers, child labour victims etc. NFE should be an appropriate response to their educational needs. However, non-formal schools and centres are a poor replication of what transpires in formal primary schools. To a large extent, they magnify most of the problems with which formal primary education is grappling.

8.0 Definition of Non-Formal Education

Philip Coombs *et al.* (1973:11) define non-formal education as

> Any organized, systematic educational activity outside the established formal system - whether operating separately or as an important feature of some activity - that is intended to serve identifiable learning clienteles and learning objectives.

The Commonwealth Secretariat (1972:2) defines non-formal education as:

> Any organized learning activity outside the structure of the formal system that is consciously aimed at meeting specific learning needs of particular sub-groups in the community - be they children, youth or adults.

For Paulston (1972: ix), non-formal education is the

> Structured, systematic, non-school educational and training activities of relatively short duration in which the sponsoring agencies seek concrete behavioural changes in fairly distinct target populations.

Cole Brembeck (1972:xvi) looks at the scope of non-formal education which

> deals with those learning activities that take place outside the formally organized educational system...to educate toward some specific goals, under the sponsorship of an identifiable person, group, or organization.

According to the Agency for International Development (AID, 1970:7), "non-formal education is the myriad of means and approaches other than those of formal school structure by which skills and work-related knowledge and attitudes are acquired, updated and adapted."
The term "non-formal education" is also used to denote an approach to education rather than a specific educational domain" (CESA, 1999). The Report of the Commission of Inquiry into the Education System of Kenya, takes a generic perspective of "Adult, Alternative and Continuing Education Programmes" which are a variety of efforts that address the learning needs of learners outside the mainsteam formal education. The programmes are characterized by flexibility in time schedules and utilize a combination of approaches. (cf. *Report of the Commission of Inquiry into the Education System of Kenya*, p. 195).

Adult, Alternative and Continuing Education Programmes include non-formal education which, according to the *International Standard Classification of Education (ISCED*, Unesco, 1974), is in the education domain characterized by organization and sustained communication. Non-formal education is organized. The word "organized" is intended to mean planned in a pattern of sequence with established aims and a curricula. Non-formal education is about sustained communication. The word "sustained" is intended to mean planned in a pattern of sequence with established aims or curricula, and that the learning experience has the elements of duration and continuity. (cited in Unesco, *Manual for Statistics on NFE*, 1996).

The emphasis of all the definitions is on **non-conventional delivery** or **facilitation methods, approaches and techniques**. The needs, characteristics and circumstances of the learners necessitate approaches that are truly learner-oriented. Learner orientation is reflected in the content that is learned, the management of the learning process, and organization of the learning environment. The content is dictated by the functional needs of the learners; duration and timing are flexible, cost is low, rewards tend to be immediate and management is expected to be participatory. In general, NFE attempts to cultivate a participatory ethos. These defining characteristics have raised a number of issues and concerns with regard to equity. Non-formal education has been stigmatized as alternative for the poor who stand the risk of further marginalization. A review of the literature on non-formal education or alternative approaches to basic education indicate the concerns. For example, The Commission of Inquiry into the Education System of Kenya noted with concern that many of these schools, [informal schools] although catering for many poor children, are lacking infrastructure, qualified teachers, learning/teaching equipment, and are generally offering a very low quality education. (cf. *Report of the Commission of Inquiry* pp 69-95). The truth of this statement will be seen in the presentation of the findings of the study.

9.0 Non-Formal Education: An Overview of Perspectives in Relation to National Development

The widely held assumption in the 60s about education being the master key to unlock the doors of *development* and *modernization* mostly relied on formal schooling as the sole vehicle of education. It was believed that formal schooling was the major determinant in the development process in the existing advanced and modern societies. Therefore, the adoption of a western model of formal education would, presumably, provide the best answers to the third world's development problems. As a result, almost all developing countries in Africa, Asia and Latin America were, and are still allocating a large part of their national budget to formal education.

Along the same lines, most donor agencies and countries, either through bilateral or multilateral assistance programs, focused their efforts on the development of formal education. In almost all

third world countries there was a complete and indiscriminate adhesion to the educational forms, methods and rituals of western advanced societies. But schools everywhere in emerging countries failed to meet their development promises. Thus, Coombs in 1968 talked about the crisis in world education. The crisis took several forms of expression, such as lack of educational equality, shortages of funds, and problems of unemployment among school leavers. According to Ahmed, (1975) one of the major elements of the crisis was the increasing rise of educational costs.

In an attempt to solve the "crisis", Coombs (1968) advocated the adoption of non-formal education programs and practices as a substitute or a complementary form of education to permit developing countries to "catch up, keep up and get ahead" by firstly, reaching the maximum of people with applicable knowledge and skills; secondly, upgrading the competence of partially qualified individuals, and thirdly, salvaging the investment in primary and secondary unqualified and unskilled school-leavers.

NFE is operationally defined as any organized, structured and systematic learning service delivered outside the framework of the formal school system to a specific segment, group or sub-group of the population for a specific objective, at low cost in terms of both time and resources. It is by its nature and process supposed to be absolutely learner-centred and provides learning by objective. It could be hierarchically organized but not rigidly structured. It has to be flexible enough to accommodate the needs of the learner without compromising the quality of either its inputs or its outputs.

The concept of Non-Formal Education gained popularity with the publication of *the World Educational Crisis: a systems analysis* in 1968 by Oxford University Press. Two reports which were commissioned by the World Bank, and the United Nations Children's Educational Fund (UNICEF), and prepared by the International Council for Educational Development (iCED) accelerated the pace of popularizing the concept. These reports namely: *New Paths to Learning for Rural Children* and *Youth (1973) and Attacking Rural Poverty: How Non-Formal Education can Help (1974)*, focused on how non-formal education can help break the cycle of rural poverty. They both concentrated on a functional view of non-formal education, emphasizing programes which improved agricultural productivity, and at the same time raised the general conditions of living. Both studies concluded that non-formal education had a potential to contribute to the development of rural areas. The spotlight was thus, turned on two critical issues, namely the purpose of education; and the meaning of development. Inevitably, the relationship between the two issues was equally highlighted.

Following the same tradition and operating along the same lines, Shieffield and Diejomoah, (1972) shed more light on the situation of NFE in Africa as they presented a compendium of forty case studies of NFE on the continent.

During the same period Michigan State University Programme of Studies in Non-Formal Education made commendable efforts to build a systematic knowledge base for non-formal education, and to facilitate application of knowledge in non-formal education through a variety of means including distribution of useful materials to developing countries. Among the materials distributed was a composite report entitled *Alternatives in Education: A Summary View of Research and Analysis on the concept of Non-Formal Education*, authored by Marvin Grandstaff (1974). The contribution by Michigan State University Programme of Studies in NFE was significant in many ways, including its establishment of conceptual and practical links in NFE. Knowledge building was linked to knowledge application in planning and implementation of non-formal education practice. This, undoubtedly, served to remind providers of non-formal education of the need for theory and practice, thought and action, action and reflection to be kept constantly in view. Non-Formal education is about solving problems and meeting needs but this cannot be adequately done in a theoretical or conceptual vacuum. The exigencies of practice demand the fundament of theory.

For Ahmed (1975), NFE is an instrument of social policy because it costs less and its curricula relate directly to the daily lives of people. More reasons explaining the growing interest in NFE

among development planners and educational specialists are put forward by Bock and Papagiannis (1983). First, NFE is at once cost-effective and educationally promising. Second, the relative success of educational experiments conducted in revolutionary countries such as the former Soviet Union, Cuba, the People's Republic of China and Nicaragua provide reliable indicators of positive trends. Third, is the increasing need for "purposive education" due to current accelerated technological change. Fourth, is the perception of NFE as a potentially powerful instrument for "dramatic economic growth in rural areas", and fifth, there is a justifiable vision of NFE as a source of accelerated political participation and social development.

Following the publication of Coombs' book, there was a groundswell of criticism of the formal education system. Calls were made for curricular relevance, improved pedagogy, efficient use of resources, and for a redefinition of the concept of development. This concept had been restricted to economic growth and had not given consideration to what Saint-Simon called "the spirit of the people".

Advocates of alternative approaches to formal education have animated the debate on the role of non-formal education in addressing the needs of the marginalized, the left-outs, the push-outs and those who have never been to school.

Coombs (1974) based his overemphasis on rural areas on the assumption that rural areas received less attention in the process of imbalanced development of third world nations, and that the rural areas gained the fewest benefits from "modernization". From this perspective, in order to attack rural poverty, efforts should be directed at agricultural development, boosting production, and creating employment. Therefore, a central question was raised by Coombs *et al.* (1973) about "what might be done through NFE to help meet the minimum essential learning needs of millions of educationally deprived rural children and adolescents and to help accelerate social and economic development in rural areas."

In an attempt to answer that question, Coombs (1974) first equated education with learning then identified four types of educational needs for rural development. The first is basic education through primary and general secondary formal schooling. The second is family improvement education through NFE programs "designed to impart knowledge, skills and attitudes useful in improving the quality of family life". Third is community improvement education through NFE activities "to strengthen local and national institutions in such matters as local and national government, cooperatives, community projects, and the like". The fourth is occupational education through NFE programs "to develop particular knowledge and skills associated with various economic activities and in making a living". Thus, indeed, the curriculum of NFE, according to Coombs *et al.* (1973), shall comprise positive attitudes, functional literacy and numeracy, a scientific outlook, knowledge and skills for family life, vocational activities, and civic participation.

As far as the implementation of NFE projects is concerned, Coombs is cautious about two fundamental aspects: the support of the recipient population, and the linkage to other national development programs. In terms of the support of the target population, Coombs insists on taking into consideration existing cultural patterns and value systems, attitudes and beliefs because the cooperation of the clientele is a key requisite for successful implementation. He also underlined the necessity to link NFE programs to integrated national development policy and planning in the sense that "ideally any NFE program aimed at promoting rural development should be planned within a framework of well-conceived national and rural development priorities, policies, and strategies adapted and elaborated to fit each area" (Coombs, 1974).

One criticism of this study of Coombs' work concerns its rural biased orientation. We contend that what is true for the poor rural areas is also true for the urban areas in terms of developmental and educational needs. The need for NFE development may be even more acute in urban areas because of the growing migration from rural areas to cities and the lack of efficiency, internal and other problems suffered by existing educational systems. Carnoy (1974), another critic of Coombs, rejects the belief that development can occur through NFE and

foreign assistance and claims that Governments may lack the willingness necessary for such programmes. According to him, the surge towards skills training through NFE activities does not answer adequately the development problems of third world countries, there must be a radical reform of the economic systems themselves (Carnoy, 1977).

However, some agreement exist about the relevance of Coombs' functionalist view of NFE as a means of providing various types of training. It is with respect to this view that Harbison Meyers (1964) sees NFE as a "quick way of meeting the manpower requirement of a country".

Harbison's Human Resource Approach

Harbison (1973) defines NFE as the generation of knowledge and skills outside of the formal system, a heterogeneous conglomeration of unstandardized and seemingly unrelated activities for a wide range of goals. Along the same lines, he also defines human resource as "the energies, skills, talents, and knowledge of the people, which should be applied to the production of goods or the rendering of useful services in an economy". Even though Harbison's model also addresses the increase of mass productivity and the reduction of the gap between modern and traditional sectors of developing countries, he differs from Coombs because of his focus on overall national economic growth.

Developed on the basic economic assumption that human resource is a form of largely unexploited or underexploited capital, Harbison noted, and in this case with special reference to Africa, that the human resources approach is an attempt to "maximize the effective development and promote the fullest possible utilization of persons who are or potentially will be engaged in the production of useful goods and vital services in the emerging African nations" (Harbison, 1973, p. 23). According to Harbison (ibid), six major human resource problem areas exist in most developing countries. These are dysfunctionality of the formal education system in serving development needs; shortage of critical skills; mounting urban unemployment; the brain drain; rising population growth; and the underemployment of rural masses in low income subsistence activities. To correct these problems, Harbison proposes two parallel and complementary development strategies: (1) maximization of skills and knowledge through training, and (2) effective utilization of human resources through creation of employment. The achievement of these goals is in Harbison's perspective a *sine qua non* for economic growth, higher living standards and more equitable distribution of income.

For purposes of skill and knowledge maximization, he rejected formal education on the premise that it is "subject to the iron law of rising costs" and excludes "the uneducated from the process of modernization". He advocated the expansion of NFE programs. As a result, he identified three major functions to be performed through NFE activities. They are developing the skills and knowledge of those already employed; preparing the youth for job entry; and developing skills, knowledge, and understanding which transcend the world of work.

To justify his preference for NFE, Harbison presents six major assumptions, which are mostly supported by evidence provided through research and case studies in the field of education and national development. According to him NFE provides a wider range of learning services; NFE and training may be an alternative or substitute for formal education; it is a means of extending skills and knowledge gained in formal schooling; NFE in many countries may be the only available learning opportunity for most of the population; NFE may be one means of counter-balancing some of the distortions created by formal schooling – providing for instance, the means for competent but uncredentialed people to gain access to higher-level jobs in the economy; and lastly, NFE often provides greater opportunity for curricular and pedagogical innovation.

In criticizing Harbison's views on NFE and economic growth, some radicals claimed that NFE is a way to legitimize inequality. According to Karabel (1972) many NFE activities actually lower the expectations and aspirations of disadvantaged youth. As for Bock and Papagiannis (1976), NFE, because of its lack of credentialing power, may reinforce inequity.

Manzoor Ahmed (1975), on the other hand, very faithful to the Coombsian tradition has contended that the *raison d'etre* of NFE is to change the conventional production function of education and that "the indigenous process of training and skills development, which include preparation for occupational, social, civic, and family roles, is, in the rural context, very often more relevant, practical, and comprehensive than what the modern system offers through its primary and secondary schools."

As a result of a review of the literature related to the issue of NFE and occupational status in urban areas of developing countries, LaBelle and Verhine (1975) described two situations in which NFE exerts an impact on the occupational status of its clients: (1) when programs are closely linked to either job openings or formal educational systems; and (2) when they are directed at entrepreneurs, especially urban craftsmen and rural farmers.

Another urban perspective was developed by Majumdar (1980), who used the concept of the unit cost of production as an economic index of efficiency for a production process to argue that first, the external productivity of the education process is more predominant in NFE, and secondly, "the externality of the quality of the product would be more manifest in groups engaged in educational activities demanding high motivation and mutual interaction than in groups only doing formal course work." Another study of NFE and occupational obtainment was carried out by Verhine and Lehmann (1982) in Brazil. They found that NFE played a positive but limited role in acquiring skilled blue-collar jobs.

Some radical critical perspectives represented by Carnoy (1974, 1980), Bowles and Gintis (1976) and Edwards (1979) agree with the assumption that NFE is not different from FE as an activity intended to produce people capable of performing effectively within the capitalist production system without challenging the legitimacy of that system. According to these views, NFE develops cognitive skills useful to production with respect to the principle "different outcomes for different socio-economic status," and develops attitudes and personality in accordance with the capitalist mode of production.

From the modernization point of view, Inkeles and Smith (1974) contend that factories, agricultural cooperatives and mass media are sources of non-formal learning of modern behaviours. Other supportive evidence on the modernization impact is provided by Waisanen (1973) in the study of the radio forum and literacy program in Costa Rica. The modernization theorists, indeed, view NFE as a way to obtain the necessary skills, attitudes and traits needed in the modern society.

Leaving aside the economic function of NFE, some scholars perceive it as a way of enlisting more participation in the political and social development of a nation.

Non-Formal Education and Political Development

Very limited literature is available on the role of education in political development. The literature is largely dominated by the work of political scientists whose focus has mostly been on formal education because of its "cardinal role in producing the bureaucratic, managerial, technical, and professional cadres required for modernization" (Coleman, 1965). However, there is agreement on the fact that formal education is only one among various kinds of education. From Aristotle's philosophical perspective, the efficient cause of the "good *polis*" is education. However, not just any kind of education, but only the right kind of education can guarantee that the "good matter" and "good form" will result (Bluhm, 1978). In our attempt to discuss the role of NFE as a political development instrument, the works of Almond and Verba (1963) Coleman (1965), Freire (1970), Kindervatter (1979) and Dean (1984) for the positive side, and the works of Bock (1981) and Papagiannis, Klees and Bickel (1982), for a more negative analysis are worthy of reference.

Almond and Verba (1963) found some positive and causal relationships between formal education and political participation in the sense that the educated segment of the population is,

politically speaking, more competent, more productive and more participative than the non-educated. One major conceptual and methodological criticism of Almond and Verba's comparative study came from Coleman (1965). According to Coleman, the concept of education as formally defined is "too narrow because the formal educational system is only one among the many agencies and processes involved in the formation of political culture, in the recruitment of political elites, in the inculcation of a sense of national identity, and in the performance of a variety of other political relevant functions." Many of the alternative sources of education mentioned by Coleman, including family, church, peer group, army, and professional associations may come under the umbrella of NFE. Thus, keeping in mind Coleman's concentration on formal education, respectful of his definition of political development, and provided that according to him "literacy, as well as attitudes congruent with modernization, is crucial for effective political penetration by government as well as for meaningful citizenship," it is our contention that **a well targeted and carefully designed NFE program could be a perfect complement to formal education if not a more appropriate tool for political socialization, recruitment, and integration as far as third world countries are concerned**.

Paulo Friere (1970) is even more precise in articulating the positive use to which NFE can be put in the political process. Introducing the concept of education for "conscientization," a process of consciousness development, he argues that formal education is oppressive and the process of conscientization through NFE channels such as literacy will bring about cultural revolution to end class stratification and exploitation promoted by formal education.

Further strong support for NFE as an instrument of political process was provided by Suzanne Kindervatter (1979). She defined NFE as an "empowering process" oriented towards systems change rather than individual change. Empowering is operationally defined here in terms of "people gaining an understanding of, and control over social, economic and/or political forces in order to improve their standing in society." Thus, for Kindervatter (1979), NFE can be transformative in "empowering" disadvantaged classes to understand and change the relation of domination and subordination in their society.

The positive role of NFE was also supported by Evans' (1981) studies in Ghana and Indonesia. He concluded with the contention that NFE could be highly instrumental in solving problems of equity, access to education and the promotion of citizens' effective participation in national development.

At this juncture, one could fairly extrapolate by assuming that NFE could perform the same functions identified by Dean (1984) for formal education as at once conserver of the political system, and contributor to political development. We could, for instance, argue that in terms of political socialization, NFE programs could reach a larger audience represented by millions of school "drop-outs" and "push-outs." In terms of the selection and training of elites, NFE is likely to provide more opportunities for the identification and civic training of local leaders.

Non-Formal Education and Socio-cultural Change

Most studies on NFE could be categorized as equity focused; they are attempts to correct some forms of social injustice, mostly characterized by an unequal distribution of educational services which favour urban sectors of third world countries. However, because of their academic training, most of the authors are biased towards the economics of NFE. As a result, very few have addressed specifically the issue of NFE's instrumentality in the socio-cultural change processes. We will limit ourselves to reviewing the views of Thomas LaBelle (1976), Milton and Papagiannis (1983), and Bock and Papagiannis (1983) on NFE and social change, then extrapolate from the views of Benedict (1934), Durkheim (1956) Brameld (1961), Kimbal (1974) Schwartz (1975) and Nyerere (1976).

As a reaction to the "individual centrism" characterizing most studies in NFE, LaBelle (1976), in an attempt to demonstrate the instrumentality of NFE in the process of social change, suggested *the system centred approach*. His underlying assumption was that the social and

political structures of societies are the sources of inequality of opportunity among individuals and, thus, any improvement in individuals' lives must be conditioned by the modification of these structures. LaBelle defined social change as implying "not only an alteration in people's behaviour and in the relationship between that behaviour and the respective human and physical environment, but also an alteration in societal rules and structures enabling the new behaviour and relationship to be established" (1976, p. 188). According to him, NFE shall be supportive of social change with respect to five strategic principles:

1) understanding the needs of clients;
2) involving clients in their own learning;
3) facilitating the transfer and application of new behaviours to the environment;
4) establishing linkages between the program and the components of the wider system; and
5) attending to incentives both internal and external to the programme.

LaBelle's study was limited to Latin America where, according to him, NFE programs failed to increase the power and prestige of its clients because of behavioural constraints fostered by the social structure.

Another view derived from the modernization standpoint is provided by Milton and Papagiannis (1983). From this perspective not only does NFE have the potential to provide skills training in various areas, it also does contribute to attitude formation. As far as society and social change are concerned, NFE seems to be an efficient low-cost strategy to instill modern values while providing opportunities for technical training, literacy, numeracy, and modern information in agriculture, family planning and health.

As for Bock and Papagiannis (1983), NFE institutions are like social organizations embodied with important socialization and stratification potential that also "serve as a system of social exchange." From a socialization standpoint, they identified three major functions to be performed through non-formal educational activities: (1) Socialization and Social-Mobility Function, addresses the capacity of NFE institutions to meet societal demands for competent adult participants as well as participants' chances to move to new socio-economic statuses and perform new roles; (2) Selection and Recruitment Function, is involved in the critical task of obtaining the maximum output possible from social-economic investments in the disadvantaged segment of the population by providing the "cooling-out" function of NFE; and (3) The Exchange Function which is the exchange value of NFE determined by both the clients' perceptions and the extent to which NFE is linked to the occupational structure of the society. In their conclusion, Bock and Papagiannis suggested that NFE has the potential of widening the gap between the rich and the poor segments of the population. They also argued, following Fagan (1969) and in agreement with LaBelle (1976), that all outcomes depend on the socio-political context and the program content.

From a cultural point of view, there seems to be implicit support for NFE following Benedict's (1934) concept of cultural relativity in the sense that there is no universal norm of culture. Similarly, following Durkheim (1956), if each culture is unique then each culture has its own needs to be met through a specific and appropriate kind of education which may include NFE for most developing nations. This analysis seems consistent with Brameld's (1961) contention that "formal education can only scratch the surface of social and cultural change" for the essence of cultural change lies in the history and daily practices of people which seem to be embodied in most NFE activities.

Since cultural diversities and variations are to be taken into consideration in NFE educational activities, and following Kimbal (1974), the failure to take into account cultural differences turns some educational ideals and practices into farces, and agreeing with Schwartz (1975), that the lack of cultural continuity between school and home turns school socialization into a more nearly acculturation mode. NFE is unquestionably an ideal complement, if not a substitute to formal schooling in the process of education and cultural development. As such, NFE should be conceived, as Nyerere (1976) suggested, as a two stage strategy: firstly, as an instrument to

inspire a desire for change, and secondly, as a way to identify what kind of change is needed and what is the best way of inducing it. In summary, it is the contention of the authors that, inspite of some important criticisms, most of which are expressed from a radical perspective, NFE seems to provide a better answer to the cumulative development problems facing most third world countries. We also contend that the overemphasis of the existing literature on rural areas does not detract from the potential of NFE to contribute to national development including development of urban areas.

Another reason is that the inefficiency of the formal school system, added to the ever-increasing migration of "uneducated" or partially educated youth from the rural areas create an unprecedented number of unemployed in cities and their peripheries. As a result there is a pressing need for NFE programs in urban areas for many developing countries. Although interest in NFE appeared to have waned in the 90s, there are indications of a resurgence. This is due to a combination of factors including the large number of out-of-school youths, increasing levels of poverty and the seemingly intractable problems which have bedeviled the formal education system. The World Conference on **Education for All** and subsequent international conferences in the 1990s have undoubtedly contributed to the apparent revival of interest in NFE.

10.0 Non-Formal Education in Kenya: Summary of Conclusions and Recommendations of Previous Studies

The development of non-formal education in Kenya received impetus from the 1990 World Conference on Education for All. *The World Declaration on Education for All and Framework for Action to meet Basic Learning Needs* provided the framework within which non-formal education was to be planned and made available to all those who did not have access to formal learning opportunities. The *Framework for Action* stated that,

> The first step (to achieving basic education for all) consists of identifying the traditional learning systems which exist in the society, and the actual demand for basic education services, whether expressed in terms of formal schooling or non-formal education programmes. (p.4)

The following were proposed as complementary components of basic education: early childhood care and development opportunities, primary schooling or equivalent out-of-school education for children; and literacy, basic knowledge and life skills training for youth and adults. In the design of "these complementary components of basic education" *the Framework for Action* emphasized three objectives, namely **equitable access, sustained participation, and effective learning achievement.** Suggestions for the development of informal learning opportunities were made with regard to the utilization of traditional and modern information media and technologies for public education. Private sector and community involvement were seen as essential in the efforts to achieve the objectives of education for all.

10.1 The Kenya Institute of Education Survey of 1994

Four years after the World Conference, a survey of Non-Formal Education in Kenya was carried out under the aegis of the Non-Formal Education Project, a joint initiative by the Ministry of Education, and the Ministry of Culture and Social Services. The objective of the NFE Project was to promote non-formal education for out-of-school (OOS) children. The Kenya Institute of Education (KIE) and the Department of Adult Education (DAE) implemented the project.

The survey was carried out in the wake of an unprecedented increase in the number of out-of-school children between 1984 and 1994. The response to this increase was the establishment of non-formal education centres by communities and NGOs for children aged 17 and below. The

survey identified the following four categories of institutions which provided non-formal education for children aged between 6 and 17:

- Centres for religious education
- Non-formal primary schools
- Adult education centres
- Skills training centres.

The main providers of non-formal education were NGOs, parents and communities, the Central Government, and Local Authorities. The findings of the survey are summarized below:

Target Groups

Children who have never been to school and drop-outs from primary schools.

Types of NFE Provided

Centres which were run by the Department of Adult Education provided learning opportunities in functional literacy. Non-formal primary schools offered the primary curriculum in addition to skills training. Skills training institutions provided courses in a variety of vocational skills and the religious education institutions for example the *Duksis* and *Madrassas* taught Islamic religious education.

The adult education centres taught the National Functional Literacy Curriculum meant for adult learners. It was therefore "irrelevant to children under 16 years although it provided basic literacy skills".

Curriculum Relevance

The study revealed that "the curriculum did not adequately meet the needs of children who may not have the opportunity to proceed to Form One since it did not offer technical and skills-oriented courses". (p.x)

Teachers in NFE

Teachers in NFE were inadequate in number, inappropriately trained in content and delivery, and poorly remunerated. Turnover was high due to both poor remuneration and conditions of work.

Learning Facilities and Resources

There was a general lack of adequate and appropriate facilities and resources for teaching and learning. Physical facilities were generally inadequate and inappropriate. Learning materials were inadequate and of low quality.

Perception of NFE

The survey revealed that, managers, employers, parents of out-of-school children and community leaders saw NFE "as a necessary alternative form of primary education" for children who did not have access to formal education. They showed preference for a curriculum which included skills training and academic subjects.

Community Involvement

Community involvement in the management of NFE was at a low level. Community members expressed desire to be involved in the management of the NFE schools and centres.

Cultural and Religious Orientation

Pastoralist communities expressed the need for a type of education that would preserve their cultural values. Islamic communities preferred Islamic religious education provided "in their own institutions". The need for social, economic religious and cultural considerations to be taken into account when designing education programmes for out-of-school children and youth was expressed.

Quality of NFE Provision

A majority of NFE programmes were of poor quality due "to the quality of teachers, lack of physical facilities, teaching and learning materials".

Recommendations

The survey made the following recommendations:

i) Formulation of policy on Non-Formal Education and guidelines for its implementation.
ii) Official recognition for NFE as a complement to formal education.
iii) A coordinating mechanism for NFE within the framework of the Ministry of Education.
iv) Provision of professional support to NFE programmes and providers e.g. supervision, inspection and other forms of management support.
v) Establishment of equivalency between formal and non-formal in order to facilitate access to and re-entry modes between the two.
vi) Community involvement in the management of NFE.
vii) Diversity in programme content and administration be encouraged in response to the diversity of the needs and circumstances of the learners. Innovation in programme design was called for e.g. programmes for nomadic pastoralists and girls and women.

A majority of NFE schools and centres did not meet the defining characteristics of NFE. The survey found that

> "Most NFE centres visited in Mombasa, Nairobi and Kisumu offered virtually the same curriculum as the formal primary schools. At the end of the course some learners sat for the Kenya Certificate of Primary Education Examination (KCPE) as private candidates. (p.43) It was recommended that "the curriculum should be diversified and made flexible in terms of time, content and course duration".

10.2 Comprehensive Education Sector Analysis of 1994

The Comprehensive Education Sector Analysis (CESA) of 1994 revealed a declining trend in participation rates at the primary level. The decline was described as "quite alarming" because the primary level constitutes the main foundation of the education system. What is more, primary schools provide the only opportunity for formal education for the majority of the population. Poverty, which was cited as the underlying reason for the decline in participation rates at the primary level, was seen in terms of parents' inability to meet the escalating cost of sending their children to school. The cost-sharing policy introduced by the Government of Kenya, is reported to have imposed an unbearable financial burden on parents. With the expanding school-age population resulting from a population growth rate of 3.2% there was evidently an increasing demand for parents, households and communities to respond to the need for more education opportunities.

The CESA study revealed what it described as "a disturbing erosion of hard-won gain in the area of access to primary education. It reported that participation rates increased by 1.1% between 1980 and 1989; it declined by 6.6% during the period 1989 to 1993, that is drop in

GER over the past 5 years which is six times the gain made during the preceding 10 years. The following table is an indication of the disturbing erosion.

Table 1: Primary Education GER for Selected Years

Year	1980	1983	1986	1989	1990	1991	1992	1993
GER (%)	89.5	87.1	88.6	90.6	88.6	88.0	87.7	84.6

Source: CESA 1994, Nairobi, February 1999. Ministry of Education and Human Resource Development and UNICEF Kenya Country Office (p. xiv)

At the secondary school level, the CESA study revealed a steady decline in Gross Enrolment Ratio (GER) between 1990 and 1993 as the following table indicates:

Table 2: Access Trends in Secondary Education 1990-1993

Access Indicators	1990	1991	1992	1993
Number of Schools	2,679	2,647	2,640	2,639
Enrolment	618,461	614,161	629,062	517,577
GER (%)	30.2	29.0	28.8	22.9

Source: CESA 1994, op. cit. p.xv

According to the study, well over 70% of eligible children in Kenya, did not have access to secondary schools. The majority of these will be potential participants of non-formal and other out-of-school education programmes.

On non-formal education, the study examined what it deemed "the most important challenge facing non-formal education" that is, the change in perception and image of NFE being associated with literacy programmes only. Literacy programmes over the years have had to contend with a number of challenges ranging from poor pedagogy, low enrolment, questionable functionality and relevance, lack of innovation, and inertia. The report called for "measures to correct the popular mis-conception which equates the non-formal sub-sector with literacy work only. The major thrust of its analysis was on Adult and Continuing Education (ACE) with definitions provided for ACE. Non-formal education was referred to as "an approach to education rather than a specific educational domain," but in Kenya, it is the former rather than the latter. (p.122). Consequently, 'educational services offered to adults with emphasis on literacy, extension education and continuing education programmes' were presented for analysis. It is apparent by now that non-formal education is both an approach and a specific educational domain. This domain, which has been described as "amorphous," "ephemeral" and diverse had not attracted the attention of education researchers but this situation is changing and the sub-sector is emerging as the focus of systematic investigation.

The KIE survey of 1994, the Unesco sponsored survey on *Education for Basic Educators Situation* Analysis of 2000, the Nairobi Informal Settlement Coordinating Committee (NISCC)-sponsored survey on basic education in the informal settlements (2000 - 2001), the survey of non-formal education in Kisumu, Mombasa and Nairobi of 2000, and the Workshop on Statistical Information Systems for non-formal education (11-15 December 2000) evidence the growing importance of the NFE sub-sector in Kenya, in the wake of the Education for All 2000 Assessment and the Dakar World Education Conference.
In order to systematize investigation of the NFE sub-sector the CESA made the following recommendations

- recognition and support for non-formal initiatives through:

i) registration of all non-formal education centres under the Education Act;
ii) provision of material support to existing non-formal education centres) (NFECs);
iii) support for establishment of new NFECs in areas where communities cannot afford the cost of formal schools;
iv) support for NFECs towards curricula development relevant to the needs of vulnerable groups.

The study recommended the development of a comprehensive government policy on Non-Formal, Adult and Continuing Education.

10.3 Case Study on Undugu Basic Education Programme (UBEP)

As part of the implementation of *its Cooperation Action Strategies in Basic Education (CASE) Africa Project*, the UNESCO sub-regional office for Southern Africa commissioned an in-depth study of the Undugu Basic Education Programme in Kenya, in 1996. The study was undertaken by Dr. P. A. Ogula with advisory support from Ekundayo J. D. Thompson, formerly of the African Association for Literacy and Adult Education (AALAE), and Martin Yiga-Matovu, formerly of the African Social and Environmental Studies Programme (ASESP).

The Case Africa Project was conceived in the context of the Jomtien *Declaration on Education for All, and Framework for Action to meet Basic Learning Needs*. Its objective was to identify and document innovative educational experiences in key areas in basic education. Functional literacy was one of the key areas identified in particular, processes of empowerment of disadvantaged youths to survive and overcome economic pressures.

Undugu Basic Education Programme (UBEP), a non-formal education programme established by the Undugu Society of Kenya in 1978 was identified for the study. The objective of the programme is to provide functional literacy and practical skills training opportunities for children in especially difficult circumstances particularly street children and those in the slums of Nairobi. The programme has three phases and each phase lasts for one year. After phase 3 the learners receive vocational training in carpentry, sheet metal and tailoring. The subjects offered in phases 1 to 3 are similar to those of formal primary schools.

The success of UBEP was partly attributed to sound management and a high level of community involvement. Management support from the Ministry of Education was called for in such areas as curriculum development, monitoring, inspection and supervision.

The study reported the following findings:

i) Undugu Basic Education Programme is meeting the learning needs of students in reading, writing and practical skills.

ii) Learners use the skills they acquire from UBEP to generate income.

iii) UBEP has contributed to the reduction of education wastage, and rehabilitation of street children.

iv) Lack of adequate physical, teaching and learning facilities was reported.

v) UBEP is dependent on donor finding. This called the sustainability of the programme into question

The report recommended

- The need to establish horizontal and vertical linkages with the formal system.
- Skills development be a vital component in basic education for out-of-school and disadvantaged children, and that, literacy education be combined with vocational training in order to give literacy a work-oriented and functional value.

10.4 Participatory Programme Review of ACTIONAID Kibwezi Rural Development Area

In 1996, ACTIONAID Kenya undertook a review of its programme in Kibwezi Rural Development Area, one of several reviews undertaken by ACTIONAID. The objectives of the Kibwezi Review were:

- To determine in quantitative and qualitative terms the impact of ACTIONAID's work in the Development Area since inception.
- To identify specific areas and methods by which ACTIONAID's field work can influence public policies at the national and international levels.
- To recommend an outline phase-out strategy for the Development Area.

The education sector was one of the components of the review; formal education, non-formal education and functional adult literacy were examined. In response to the question "what aspects of the work of AA-K have wider relevance and lend themselves to research with a view to influencing public policy? the review stated that:

> REFLECT has the potential of not only democratizing literacy but also of increasing learner motivation and achievement. REFLECT is an empowering technique which should be popularized and "sold" in Kenya.

The review recommended the following:

i) Basic education should be made free.
ii) Reorganization of NFE centres to make them truly non-formal in name and form.
iii) The following critical areas to be addressed viz, curriculum, pedagogy, teaching and learning resources, teacher preparation, and management to enhance quality of NFE.

10.5 Survey of Formal and Non-Formal Education in parts of Samburu, Turkana, Marsabit and Moyale Districts

The survey was carried out by the Ministry of Education, Science and Technology (MOEST). It aimed at exploring, with inputs from the communities, alternative but complementary approaches that would lead to providing opportunities especially for out-of-school children and youths, to acquire basic education and life skills, as well as ensure relevant and quality education programmes.

The study found that the communities in Samburu, Turkana, Marsabit and Moyale districts clearly articulated their education needs and expressed the need to address them at the local level.

The study was carried out at a juncture of clear expression of commitment by the Government of Kenya, as the following statement indicate: "The Government of Kenya places a high value on education and is committed to achieving universal primary education for all children and youth by the year 2015".

This commitment includes action to reverse the decline of education in pastoralist districts "where less than 40% of eligible school-age children are in primary school and more than 60% dropout before acquiring a basic education. Of those who remain, less than 35% complete standard 8. Gender disparities are most prevalent in these districts. There is an acute under participation of girls with primary enrolment rates between 29% and 40% and completion rates between 12% and 35%".

The study identified a number of strengths and weaknesses of the Non-Formal Education Programme such as

-sharing of primary school facilities;
-flexibility of learning time (afternoons and evenings);
-acceptance of learners of all ages (6-12 +) , and abilities
-strong community support (the NFE centres are managed by the communities);
-flexibility of learning environment e.g. mobile schools ensure access to continuous learning when families shift in search of pasture and water;
-the teachers are from the communities;
-the curriculum responds to the felt needs of the learners;
-the provision is generally low-cost (no uniforms, no levies);

The constraints identified included the following:

-Most of the teachers were untrained and had insufficient knowledge and skills to organize classes effectively to serve the learners' varying needs and levels of ability.

-Lack of appropriate learning materials e.g. multi-grade and self-paced learning materials, and inadequate teaching and learning resources.

-Poorly remunerated adult education teachers.

The study reported a growing popularity of out-of-school programmes in pastoralist districts in response to communities' requests for flexible and cost-effective approaches to education. Mobile schools, for example, were thought to be well suited to the pastoralists' life style and had the potential of increasing access and retention of young children. A variety of out-of-school programmes were identified namely,

- Feeder schools
- Shepherd schools
- Mobile schools
- Functional Adult Literacy

The study concluded that

> "Given the pastoral way of life; non-formal programmes can play a crucial role in bringing to reality the dream of achieving education for all. "

10.6 Situational Analysis of Basic Education in Kenya A Country Programming Strategy for CIDA

Between May 1998 and January 1999, a situational analysis of the basic education sector in Kenya was carried out on behalf of Canadian International Development Agency (CIDA), through an action-based research methodology.

The objectives were to:

- Review and assess the basic education sector in Kenya;
- Identify issues and shortcomings of basic education sector;

- Identify the key providers supporting initiatives in basic education;

In addition to presenting and discussing the challenges and critical issues facing the sector the researchers recommend a three year pilot project which would be focused on Strengthening of Alternative Approaches to Basic Education in Kenya (SAABEK). The aim of the project was stated as: " to increase opportunities for out-of-school children and youth to access and complete primary education".

Strengthening alternative approaches to learning through multi-grade, multi-shift and mobile schools is the strategy proposed to achieve the project's objective.

The study identified a number of constraints in the non-formal sub-sector including inadequate information on the organizations providing non-formal education and the nature and scope of their provision. The report laments the fact that, "The number of such organizations involved in NFE has increased immensely to the extent that no one knows exactly how many there are". It has been reported that in Nairobi the number of organizations involved in NFE grew from 159 in 1995 to over 300 in 1998.

According to the report:

> Most NFE centres or programmes are private or community initiatives that have been established in response to a 'felt' need, for example, children in difficult circumstances. Some of them are registered as homes, community centres, rehabilitation centres under the Ministry of Culture and Social Services (MCSS) and not as schools under the Ministry of Education, Science and Technology.

A number of key agencies and institutions which have supported NFE were identified with brief descriptions of the type of support they provided. From the list of agencies and institutions supporting NFE it would seem that non-formal education is gaining in importance implying recognition of its role in the provision of basic education for all.

10.7 Stakeholders' Forum on Non-Formal Education - Alternative Approaches to Basic Education in Kenya

From the 7th to 9th March 2000 a forum on Non-Formal Education and Alternative Approaches to Basic Education in Kenya, convened in Maralal, Samburu District. It was organized by the Ministry of Education, Science and Technology and the Department of Adult Education in partnership with the Canadian International Development Agency (CIDA) and German Agency for Technical Cooperation (GTZ). The participants included representatives of Non-Governmental Organizations (NGOs) and Community-Based Organizations (CBOs), the Provincial Administration, Local Authorities, Community Leaders, Teachers and Learners.

The specific objectives of the Forum were to:

- examine conceptual issues in NFE - AABE;
- identify policy initiatives for NFE-AABE;
- identify and profile providers of NFE-AABE in Samburu District;
- analyze methods and modes of delivery;
- identify appropriate supportive programme framework for child care provision and the girl-child;
- develop an action plan for the way forward.

The programme of the forum included field work to study NFE and alternative approaches to basic education schools and centres. The following institutions were visited:

- Kelele Primary School (used for the *Lechekuti* (Shepherds') classes
- Bawa Out-of-School Programme

- Lemisigyo Out-of-School Programme
- Milimani Community Education Centre
- Samburu Girl Child Education Support Programme

All of the above programmes exhibited characteristics of non-formal education and alternative approaches to basic education including:

- diversified and need-based curriculum
- flexible timing of classes
- use of a variety of methods and techniques
- classes of learners of different ages and levels of ability
- community involvement in the provision and management of education, absence of uniforms and fees which made the provision less expensive
- pupil to teacher ratio which facilitated increased teacher-pupil interaction and individual attention
- link between non-formal and formal provision resulting in facilitation of entry or re-entry from non-formal schools and centres to formal primary schools.

Methodology of the Study

The methodology of the study included

i) Checklists of questions for the following respondents and key informants randomly selected:

-Questions for learners in groups of 3 of the same sex (14 questions)

-Questions for Management (School Head) (15 questions)

-Questions for Teachers: One-on-One Interviews (15 questions)
-Questions for Community Leaders/Parents in group of 3 parents or leaders of the same sex (11 questions)

The checklists were administered by groups of participants to the Forum who later compiled the responses according to the respondents' checklists.

ii) Observation of teaching and learning processes.

iii) Presentation of oral testimonies by learners (anecdotal presentations on the benefits of non-formal education).

Summary of Findings

Objectives of the schools and centres

It was found that the schools and centres had similar objectives including the following:

-To provide learners with knowledge and skills that will make them better citizens.
-To increase enrolment in the formal sector through non-formal education.
-To facilitate acquisition of basic literacy skills.
-To reduce illiteracy and improve standard of living.
-To advocate for girls' and women's education.

- Programme Scope

Community outreach
Lechkuti (shepherds') classes
Adult literacy
Non-formal education for children and youth

Non-formal education for girls
Early childhood education
8+4+4 primary education programme

- Learners

It was observed that many of the learners had never been to school. They included
Out-of-school children and youth,
Adult learners between the ages of 16 and 25
Teenage mothers (aged 8 to 18 years) and
Married women

- Curriculum

A number of curricula were in use e.g. 8+4+4, *lechekuti*, KIE -ECD, Adult education, NFE. Some centres did not follow a specific curriculum.

- Subjects Taught

English, Maths, Kiswahili, Business Education, Art and Craft, Agriculture
Child Care, Mother Tongue, Christian Religious Education, General Studies
Home Science, (Food Production) Hygiene, Tailoring, Knitting, Guidance and Counselling, Geography, History and Civics (GHC)

- Age range of target groups:

In general the ages of the learners ranged between 7 and 25 years.

- Enrolment was between 50 and 65 and average attendance between 20 and 50. Both enrolment and attendance depended on the weather. In times of drought, enrolment and attendance declined.

- Class Times

Class times varied from 1.30 p.m. to 5 p. m and 3 p. m to 7 p.m.

- Teachers

It was found that there were trained and untrained teachers drawn form volunteers; Teachers' Service Commission (TSC) teachers; Department of Adult Education teachers; Form two leavers, primary 1 leavers; "O" level holders and standard 8 leavers.

- Teachers' Training Needs

The teachers expressed the need for training in
-How to handle learners of different ages and levels of ability in one class
-Methods of non-formal education
-Methods of adult education

- Learners' Views

The learners were generally positive about the programme.
They described the NFE provision as good because it was low cost.
Opportunities for learning provided by NFE were described as good.
Learners were interested in the programme and would like to learn more. The need for more time for learning was expressed.
Most girls were interested in literacy and skills training.

- Role of the Community

Community elders mobilized parents and encouraged them to send their children and youths to non-formal education and other out-of-school programmes. They identified and paid teachers, formed management committees, and built classrooms.

- Community Perception of NFE

The programmes were seen as good for both community development, and adult learning and development.

- Benefits of non-formal education

It was found that, NFE enabled children to read and write and manage livestock better. Acquisition of business skills by *morans* contributed to decrease in illiteracy in the community and decline in incidence of early marriages.

- Parental appreciation of education

Parents appreciated NFE because it provided access to learning opportunities. The sharing of learning resources between formal and non-formal schools was also appreciated.

- Problems and challenges

The study identified the following problems:
Shortage of learning facilities and materials.
Untrained and poorly paid teachers
Teachers' low morale
Negative effects of drought and nomadism on enrolment and attendance
Some parents' ambivalence to the need for education
Harsh environment for learning

10.8 National Symposium on Non-Formal Education, Alternative Approaches to Basic Education in Kenya

The momentum generated by the Maralal Stakeholders' Forum in NFE was sustained by the National Symposium from the 11th to 14th April 2000. Non-Formal Education, Alternative Approaches to Basic Education in Kenya which was convened in Mombasa.

Objectives of the Symposium

The objectives of the symposium were to bring providers, players, and all the stakeholders in the domain of formal, non-formal and Alternative Approaches to Basic Education, to network and share their experiences;

To launch the Kenya Country Working Group on Non-Formal Education;

To strengthen partnerships between the Ministry of Education, Science and Technology and other key players in NFE-AABE.

The symposium programme included a study of selected NFE schools and centres in Mombasa.

Methodology of the Study

i) Checklists of questions for
   -learners (girls and boys)
   -parents
   -teachers
   -management (school/centre heads)

ii) Observation of teaching and learning processes

The information elicited from the learners were supplemented by

iii) anecdotal presentations by selected learners from Maralal and Mombasa

Summary of findings

- Programme Objectives
  - -Provision of secular and Islamic education
  - -Rehabilitation of street children
  - -Adult Literacy
  - -Vocational and life skills for self reliance
  - -Assistance to less fortunate children and youth

- Kinds of Programmes
  - Religious education
  - Vocational training
  - Literacy education
  - 8+4+4 primary school programme

- Target Groups
  - Out-of-school children in the neighbourhood
  - Formal school drop-outs
  - Orphans and children in need
  - Children from poor families
  - Children and youth from disadvantaged background
  - Standard 8 and Form Four leavers (Swahili Cultural Centre)

- Age range of target groups
  - Between 4 and 25 years

- Enrolment
  - Between 20 and 350 learners

- Class Times
  - Between 6.30 a.m. and 6.30 p.m.; 8. a.m. and 5 p.m.; 8 a.m. and 4 p.m.; 7 a.m. and 5 p.m.

- Curriculum
  - 8+4+4 curriculum
  - Islamic religious curriculum
  - Vocational education
  - Youth Polytechnic curriculum
  - "In-house developed" curriculum

- Subjects Taught
  - Islamic religion
  - 8+4+4 subjects
  - Mathematics, Kiswahili, English, Science, Agriculture, Geography, Music
  - Vocational subjects: carpentry, wood carving, masonry, tailoring, dressmaking embroidery, building restoration, business studies.

- Teachers
  - Majority were untrained (P1 and Form Four leavers) few were trained and qualified ('A' level, University graduates, holders of trade test, diploma in civil engineering)

- Teachers' Training Needs
  - Training in non-formal education methods

- Learners' Views on:

Fees: Staggered payment of fees reduced the burden on parents. If parents were unable to pay the pupils were not chased away.

On teaching - learning process
-Inadequate learning materials
-Dislike for corporal punishment
-Learning environment was noisy and smelly
-There was problem of insecurity
-Home environment was not conducive to learning - no lighting to do homework

On access
No religious discrimination. There was relaxed admission requirements

- Role of the Community
  Fundraising through *harambee*
  Identification, recruitment and remuneration of volunteer teachers
  Membership of management committee
  Financial contribution
  Provision of land and building construction

- Community Perception of NFE
  NFE centres were reported to be better in many ways e.g. high academic standards, religious orientation; flexible learning environment; curriculum relevant to life; enforcement of discipline; holistic approach to education; quality education provided.

- Benefits of Non-Formal Education
  Provision of access to children out-of-school
  Flexibility of learning opportunities
  Bridging of formal and non-formal education

- Problems
  Unsuitability and insecurity of learning environment
  e.g. noisy and smelly environment
  lack of toilet facilities
  incomplete structure
  uncertain path after leaving the school or centre

- Challenges

Lack of legal basis: most schools and centres were not registered with the Ministry of Education under the Education Act. The absence of a legal framework for NFE resulted in poor quality provision.

Pedagogical constraints with regard to effective utilization of innovative approaches such as multi-grade due to lack of trained teachers.

Stigma attached to NFE as educational opportunities for poor, street children 'Chokora school'.

Lack of financial and material resources.

10.9 Master Plan on Education and Training 1997 - 2010

Literacy and Continuing Education are a key components in *the Master Plan on Education and Training 1997 - 2010.* The Plan identifies heterogeneity as an issue which has implications for

the planning and provision of Literacy and Continuing Education. The *Plan* contends that "heterogeneity contributes to ambiguity in establishing the sector's constituency".

In the case of NFE heterogeneity is suggestive of diversity which is its hallmark. The programmes are as diversified as the participants' needs and the methods for facilitating their learning. On policy for Literacy and Continuing education, the P*lan* proposes "to raise the status of the sub-sector as an important part of the national human resource development effort." This policy proposal is consistent with the socio-economic development strategy which focuses on the establishment of a sound human resource base which is a *sine qua non* for the creation of wealth and improvement of people's quality of life.

10.10 Commission of Inquiry into the Education System of Kenya

The Commission of Inquiry into the Education System of Kenya (1998) has made far-reaching recommendations to **transform** the system of education. The proposals for transformation are aimed at ensuring access to equitable and quality education for all.

The out-of-school or non-formal education sub-sector which in the past had received little attention by commissions and other review bodies on education was the subject of an in-depth analysis.

The Commission's Recommendations were made in the context of two of its terms of reference namely to examine

> " ways and means of improving accessibility, equity, relevance and quality, with special attention to gender sensitivity, the disabled and the disadvantaged groups"
>
> " ways and means of enhancing the operation and management, including the cost-benefit and cost effectiveness of non-formal education...."

The Commission recommended provision of Alternative Basic Education Programme (ABEP) "through non-conventional delivery approaches". A number of the features which characterize non-formal education programmes were cited to justify the recommendation. These include flexibility in organization and responsiveness to learners' needs.

Capacity for increasing access and outreach as well as bridging gaps in the learning process were cited as some of the advantages of ABEP. The Commission affirmed that:

> "Alternative Basic Education Programmes will continue to be essential for meeting the learning needs of those excluded for whatever reason and those who miss out and wish to rejoin the formal system"

Specific recommendations included the following:

- Basic education be declared compulsory and ways be found for providing subsidized education for the poor and marginalized.
- A flexible school calendar and schedules be initiated to meet the needs of children involved in survival domestic chores.
- The Government registers all private and informal schools and evaluates them with a view to supporting them with the provision of land, qualified teachers, funding, supervision, and any other clearly identified needs, as appropriate.

- All providers of private education be accountable to the Ministry [of Education] for quality control and to curb malpractices and exploitation.

- "The Ministry [of Education] registers all Alternative Basic Education Programmes and provides guidelines and supervisory services, including their teachers in in-service training programmes, and providing funding support to those who meet the Ministry's quality standards".

11.0 Presentation of the Findings of the Study in Kisumu, Mombasa and Nairobi

11.1 Categories of NFE Schools and Centres in the Study

A total of 88 schools and centres in Kisumu (24), Mombasa (28) and Nairobi (36) were studied. The following criteria are used here to categorize the schools and centres

i) type of centre/subject matter taught
ii) organization of the learning environment
iii) religious orientation
iv) clientele

Type of content takes account of what is taught and learned. *Organization of the learning environment* relates to such aspects as facilities and pedagogical approaches. These two criteria are important because it is in the pedagogical process i.e. the organization of teaching and learning that non-formal education features can be identified rather than in what is actually taught. For most observers, non-formal education is noted for its organizational approach rather than for its curricular offering. It should be noted that the criteria listed above overlap within individual NFE institutions. There is no clear-cut mode of classifying non-formal education institutions. Although all the schools and centres are outside the framework of the established formal system, an important NFE criterion, many of them were organized like formal primary schools. On the basis of the perceptions of the owners/proprietors of NFE institutions in the three areas studied the following categories were identified:

Table 3: Categories of NFE Schools and Centres

n=88

Type	Survey Area			
	Kisumu	Mombasa	Nairobi	%
NFE designated centres	13	2	7	(25)
Early Childhood Development Centres (ECDC) including orphanages and day-care centres	1	1	2	(5)
Religious oriented centres including *Madrassas*	3	2		(6)
Probation centres including borstals and remand homes	1	2		(3)
Community/Association/Youth Rehabilitaion Centres	6	21	13	(45)
Adult Education Centres			2	(2)
Para primary Schools[2]			12	(14)

It was found that the term "informal" was commonly used by the founders and proprietors. This reference together with the categories presented in Table 3 point to an important finding of

[2] These are organized like formal primary schools. They are a poor replication of formal primary school curriculum and organization.

the study. The concept of non-formal education is not well understood by those who actually offer it. For example, the terms "informal" and "non-formal" are used interchangeably.

Another factor that was found to have contributed to the nonconformity of institutions to the principles of NFE was the inevitable transformation that they have undergone since establishment.

It was also found that, over forty percent of the schools and centres were established for rehabilitation purposes; i.e. rehabilitation of children in especially difficult circumstances or children in need of special protection such as street children, child labour victims and orphans. Others started as relief and feeding centres but have transformed themselves into learning institutions given the obvious need for education for the children in need.

However, there was some evidence of clear understanding of the concept and purpose of NFE in Kisumu. This was reflected in the names of some NFE institutions for example, Sinogal Multi-grade and Olare NFE centre.

11.2 Geo-social situation of the Schools and Centres

The study revealed that the majority of the schools and centres were in poor urban and peri-urban areas, and few were located in lower working class areas. They were found to be conspicuously absent in middle and upper class areas.

The environments in the poor areas where these institutions are situated were found to be least conducive. Some of them were even found to be detrimental to the health and general well-being of the learners. The schools and centres in these unwholesome environments constitute a very serious health hazard. In some of the locations activities which emit very offensive smells were observed. The *Jitegemee* Primary School and Youth Centre in Korogocho (Nairobi), is one of the victims of this apparent environmental degradation. It is in close poximity to a huge garbage dump. This school illustrated how schools located in these environments are prone to natural hazards for example, during the *El Nino* rains in 1997, the makeshift school structure of Jitegemee was washed away. In the rainy season most of the school locations are no-go areas for vehicular traffic and pedestrians have to dare the mixture of very thick mud and garbage strewn everywhere.

It was observed that the predominant location of these schools in the environment just described was due to the fact that they cater for learners in their catchment areas which include the poor neighbourhoods in which the children live.

Table 4 presents data on the nature of the physical and social environment and the number of schools and centres located in them.

Table 4: Nature of the Schools/Centres Environment

n=88

Survey Area	Nature of the Environment			
	Conducive[3]	%	Un-conducive[4]	%
Kisumu	4	(5)	20	(23)
Mombasa	18	(20)	10	(11)
Nairobi	3	(3)	33	(38)
		(28)		(72)

[3] Conducive environment includes relatively quiet areas, less dense lower class sub-urban areas and residential estates

[4] Unconducive environment includes slums, markets, bus parks, garbage dumps, hunts of street urchins and generally noisy places

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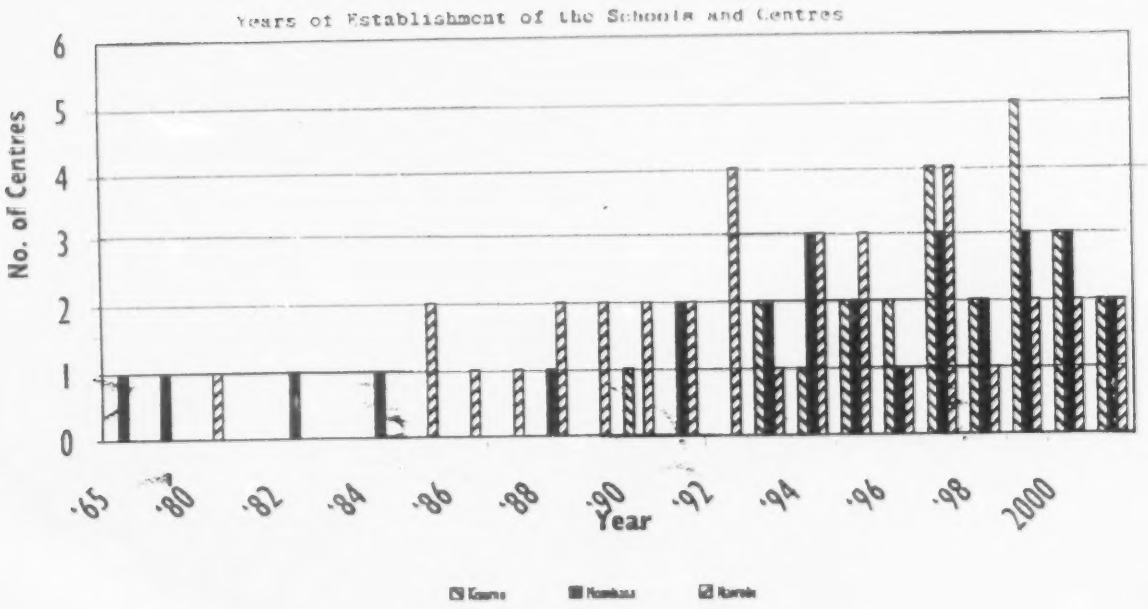
Eating and drinking places including bars, restaurants and *nyama choma* rendezvous characterized the social environment. The physical and social poverty of the schools and centres are a reflection of both the economic poverty of their environments and their learners' life situations.

NFE schools and centres appear to be a recent phenomenon in Kisumu. They are much older in Mombasa and Nairobi as the following table and chart indicate:

Table 5: Years of Establishment of the Schools and Centres

Place	Before '80	'80-'84	'85-'89	'90 -'94	'95 - '99	2000	Total
Kisumu				4	15	3	22
Mombasa	2	2	1	7	11	3	26
Nairobi		1	8	12	11	2	34

Chart 1



The study found that the first non-formal education school or centre was established in Mombasa in 1965 followed by the first in Nairobi fifteen years later. The first school in Kisumu was established in 1990.

The establishment of the first school in Mombasa could be explained in terms of the religious orientation of out-of-school learning in a predominantly Muslim area where *Madrassas* are a popular feature of Islamic religious education.

Population increase occasioned by rapid rural-urban migration seem to account for the upsurge of out-of-school activities as indicated by the number of schools which were established between 1985 and 2000. Each year, since 1985, witnessed the opening of more NFE schools and centres.

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11.4 Ownership and Proprietorship

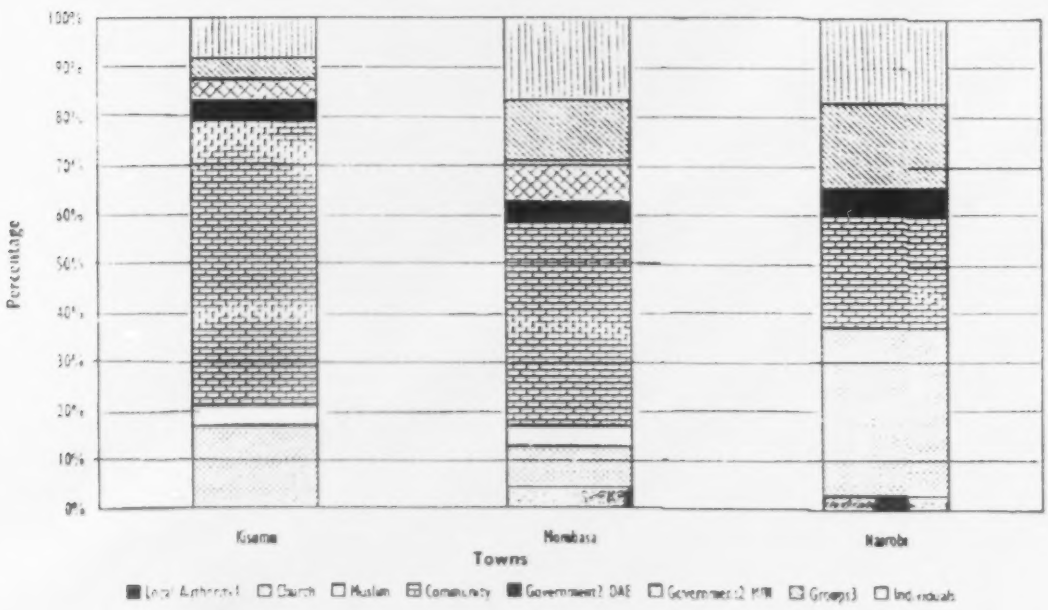
The ownership and proprietorship of the schools and centres reflect to some extent their classification (cf. Table 3). The owners and proprietors include religious organizations (Christian and Muslim), communities and groups (e.g. management committees, women groups) secular organizations and individuals. The following table and chart indicate the owners and proprietors in the three study areas:

Table 6: Owners and Proprietors of NFE Schools and Centres

	Local Authority[5]	Church	Muslim	Community	Government[6]		Groups[7]	Individuals	Total
					DAE	MIN			
Kisumu		4	1	14	1	1	1	2	24
Mombasa	1	2	1	10	1	2	3	4	24
Nairobi	1	12		8	2		6	6	35
	2	18	2	32	4	3	10	12	

Chart 2

Owners and Proprietors of NFE Schools and Centres



Although the Department of Adult Education (DAE) is mentioned as 'Owner/Proprietor', it is not. The DAE is known to be playing a supportive role in supervision, provision of teaching staff and payment of teachers' salaries.

The findings on ownership proprietorship can be compared with those on 'founder' and 'management' which are presented in the following tables and charts:

[5] Local Authorities (Municipal Council, Nairobi City Council)
[6] Children's Department Ministry of Home Affairs and Department of Adult Education (DAE)
[7] NGOs, CBOs, Women Groups, School Communities, Board of Governors

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Table 7: Founders of the Schools and Centres

	Kisumu	Mombasa	Nairobi	Total
Individuals	13	12	16	41
Department of Adult Education	3	5		8
Government	1			15
Church	1	2	12	3
Muslim Organization	2	1		13
Community	4	7	2	2
Committees/Groups			2	
Association			1	1

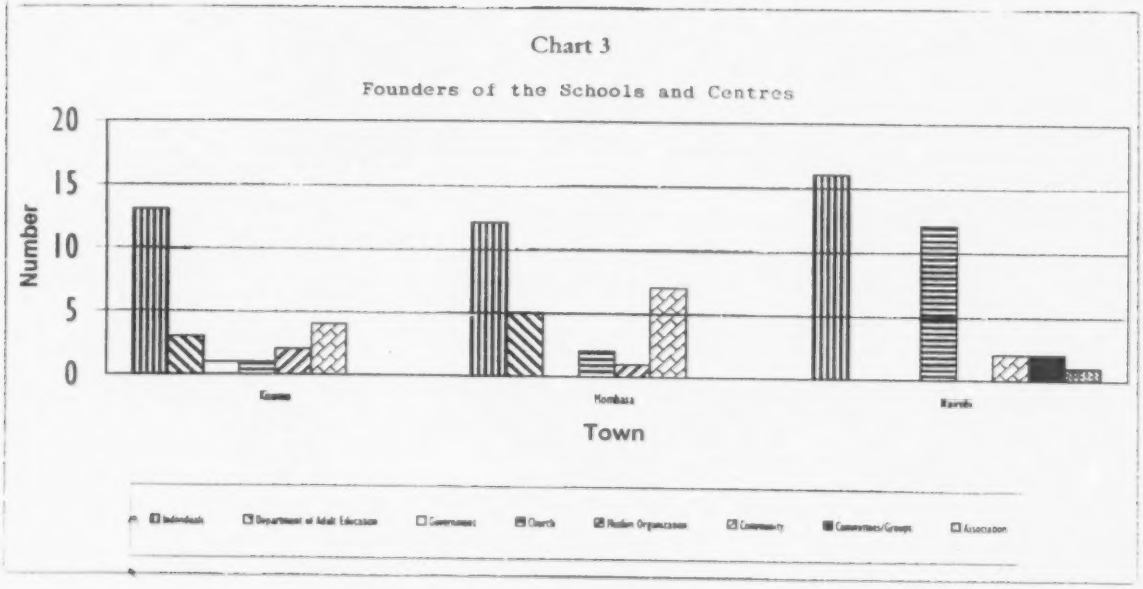

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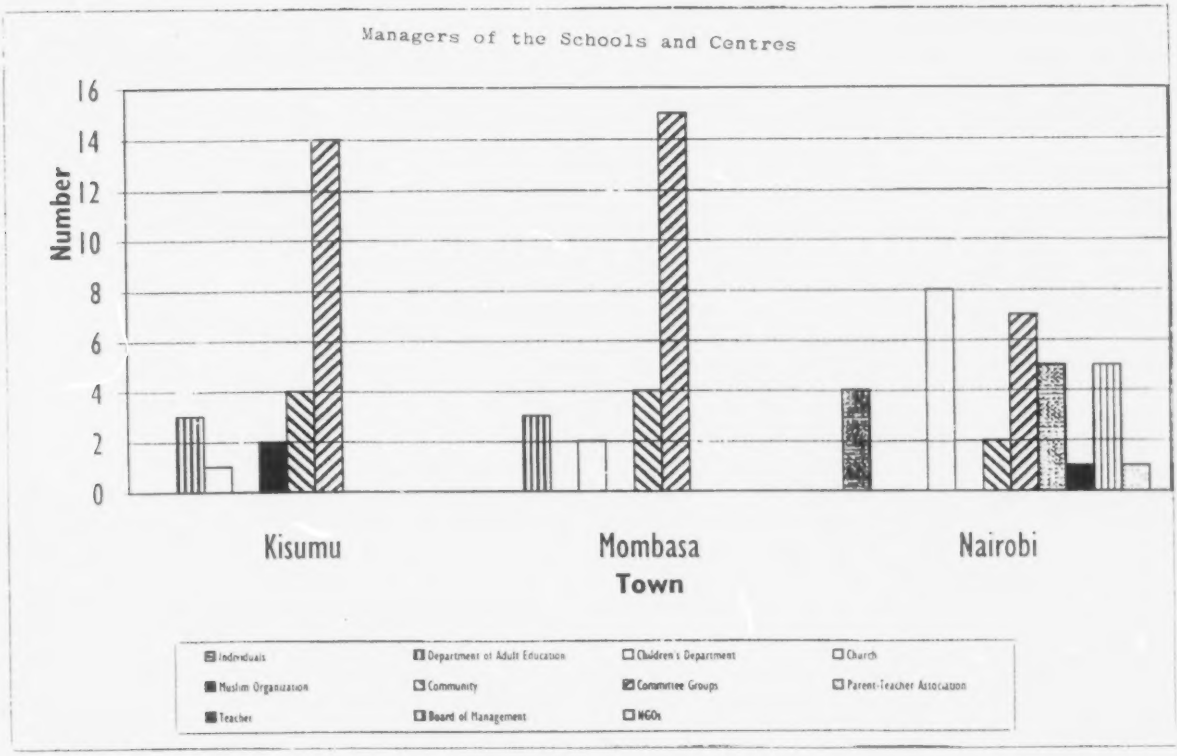
Table 8: Managers of the Schools and Centres

	Kisumu	Mombasa	Nairobi	Total
Individuals			4	4
Department of Adult Education	3	3		6
Children's Department	1			1
Church		2	8	10
Muslim Organization	2			2
Community	4	4	2	10
Committee Groups	14	15	7	36
Parent-Teacher Association			5	5
Teacher			1	1
Board of Management			5	5
NGOs			1	1

Chart 4



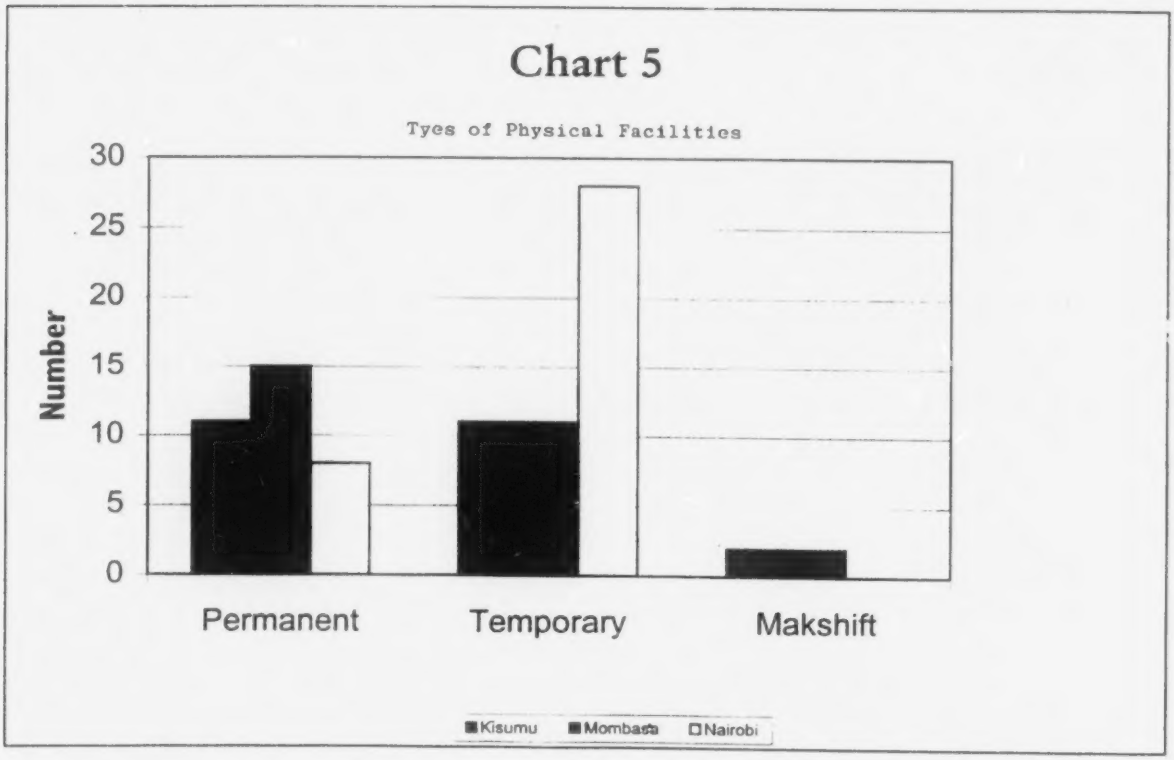
It would seem that individual owners and proprietors (12) and founders (41) ceded responsibility for management to committees and other categories of managers. A case in point is that no individual managers in Kisumu and Mombasa were found by this study to exist. In Nairobi only four were found to be still in place. The study found the reason(s) for individuals ceding responsibility to include the technical nature of management, the need for good governance, transparency and accountability. The fact that development agencies and donors are not disposed to making grants and donations to individuals was found to be an explanation also.

11.5 Physical Facilities

The study found that a majority of the places which were referred to as schools and learning centres were temporary and makeshift shelters many of which were put out of use when it rained. In the dry season the accumulation of dust constitutes another health hazard. Table 9 presents the situation with regard to the type of physical facilities.

Table 9: Types of Physical Facilities in which the Schools and Centres are housed

	Permanent	Temporary	Makeshift
Kisumu	11	11	2
Mombasa	15	11	2
Nairobi	8	28	
Total	34	50	4



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The study found that 61 percent of the schools and centres were housed in temporary and makeshift structures. The temporary nature of the structures was due to the fact that there was no ownership to the land on which the institutions were situated and consequently there could not be any development of permanent structures. The schools and centres were therefore in a perpetual state of fear of eviction by developers and what, in Kenya has come to be commonly known as "land grabbers". Allocation of land was found to be a dire need for the squatter schools and centres. Lack of ownership to land was found to have a number of implications including non-registration of the institutions.

All the schools and centres in Kisumu but one had toilet facilities with some having separate toilets for boys and girls. In Mombasa 23 schools and centres had toilets and five did not. In Nairobi only 2 did not have toilets.

11.6 School Fees

Low fees or the absence of fees was found to be the greatest attraction to non-formal schools and centres. Evidence of the inability of households to meet the cost of educating their children was overwhelming and inability to pay was a major cause of dropout from formal schools.

The low fee or no fee situation in NFE schools was important because the majority of pupils and learners are characterized as poor. The study elicited information on five categories of learners namely "poor", "former street children", "homeless", "child labour victims" "regular pupils." The findings indicate that the majority of the pupils and learners are the poor, followed by "former street children", "child labour victims", "homeless" and "regular pupils" in that order.

Thirteen schools and centres charged fees in Mombasa and fifteen did not. The fees charged ranged between 600/= and 1800/= per term. Twenty-one schools do not charge fees in Kisumu. Those which charged, demanded between 50/= and 450/= per term. In Nairobi, twenty-seven schools charged fees and nine did not. The fees ranged between 900/= and 3150/= per year. About one percent of the schools and centres charged registration fees but for the majority registration was free.

11.7 Enrolment

According to questionnaires returned, in the year 2000 there were 16,821 learners enroled in all the schools and centres studied. 8,888 learners were females (53%) and 7,932 were (47%). There was near parity between female and male enrolment and the enrolment in Mombasa, but in Kisumu and Nairobi more females than males were enrolled.

The ages of the learners ranged between 5 and over 20, with ages in the majority of schools peaking in the 5 - 9, 10 -14 and 15 - 19 age brackets. Nairobi had more under five learners than Kisumu and Mombasa. The study found that there were more centres with adult learners in Mombasa, but in general there were less adult participants in all of them.

11.7.1 Dropout

Dropout was found to be high. Questionnaire responses revealed that, within a period of five years (1995 - 1999) a total of 6,569 learners dropped out from the schools and centres studied with Nairobi schools accounting for the highest number of dropouts (5,073), followed by Kisumu (830), and Mombasa (666). More females dropped out than males in institutions of all three areas studied.

The number of dropouts is staggering when compared with the number of completers[8]. A total of 19,003 learners completed in the five years. The following table gives a

[8] For the purpose of this discussion, completers are those learners who go through the duration (number of years) of the prescribed course of study and sit for the prescribed examination.

comparative picture of dropouts and completers in the three study areas. It has not been possible to calculate the percentage of dropouts because it was not possible to do a **time series cohort analysis**. The enrolment of 16,821 learners included enrolment figures from many schools which were in existence for less than five years. A few were only a year old.

Table 10: Dropouts and Completers (1995-1999)

	Dropouts						Completers					
Years	95	96	97	98	99	Total	95	96	97	98	99	Total
Kisumu	96	116	181	191	246	830	963	1012	1627	1704	2059	7367
Mombasa	106	84	102	189	185	666	119	141	169	200	321	950
Nairobi	624	665	1074	1465	1245	5073	1476	1830	2011	2568	2801	10686

11.7.2 Ethnic Representation

The pupils and learners represented a variety of ethnic backgrounds with Kamba, Luo, Kikuyu, Mijikenda together accounting for over sixty percent in Mombasa, which also had a sprinkling of learners of other ethnic backgrounds including Kalenjin, Somalis, Mswahili, Luhyas and a few non-Kenyans. In the Mijikenda group of learners the Taitas were predominant accounting for over fifty percent.

In Nairobi, the diversity of learners from different ethnic backgrounds was more pronounced with the Kamba, Kikuyu, Luo, Luhya, Kalenjin, Somalis and Kisiis constituting over seventy percent.

11.7.3 *Duration of Courses*

The duration of the courses in all the schools and centres ranged between 1 and 12 years; 8 years, representing the duration of primary education, appeared to be the most frequently reported duration. Courses of between two and four years were also reported; these would represent adult education courses which normally last for that duration before the proficiency test is taken. The average of these varied durations (i.e. five years) conformed to shortness of courses which is a major feature of NFE generally.

Some courses did not have fixed duration. The length of time learners stayed in a course depended on the curriculum and learners intellectual capabilities.

11.7.4 Curriculum and Certification

There was curriculum diversity which was found to respond to the diversity of the needs of the learners, their ages and levels of ability. The following curricular offerings were reported in the order of their frequency:

8+4+4+ skills training
8+4+4
Religious Education
Basic Education
Basic Literacy + skills training
Adult Literacy
Skills training

The curriculum was delivered according to level and standard i.e., level 1 to 3 and standard 1 to 8. At the end of the duration of the prescribed courses, learners sat for different examinations including the Kenya Certificate of Primary Examination (KCPE), Proficiency Test Certificate (PT) examination, Government Trade Test, and End-of-Term Examinations.

It is on record that the Department of Adult Education conducts Proficiency Test Certificate examinations and assists NFE Schools and centres to register learners as private candidates for the KCPE. Records on the performance of the candidates were not available but according to informal interviews with the Nairobi Provincial Adult Education Officer (PAEO), private candidates from non-formal schools and centres were low achievers in general. A few were reported to have passed and been admitted to national schools.

11.7.5 Characteristics and Needs of the Teaching Force

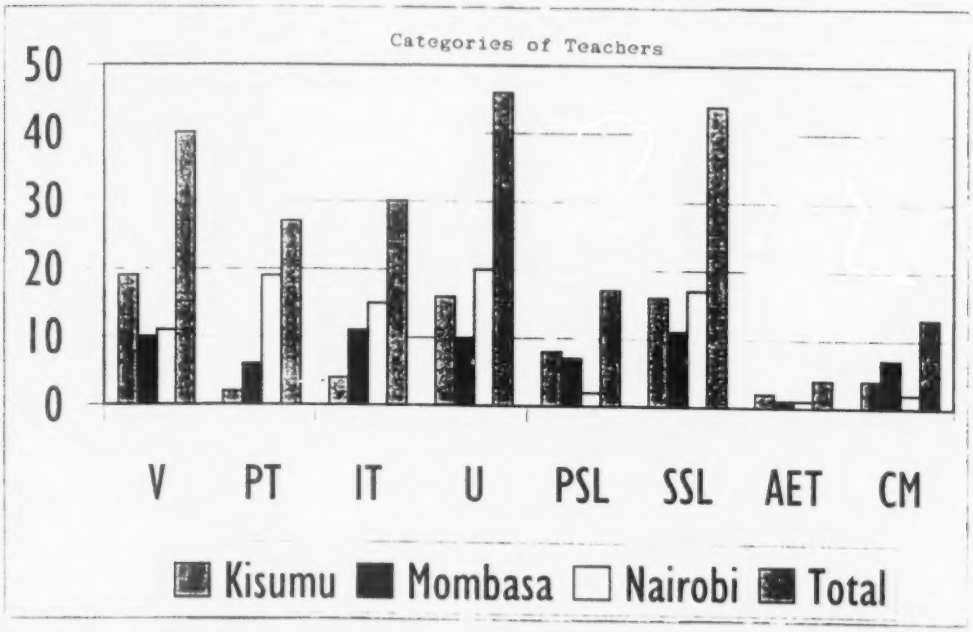
The schools and centres studied had a total of 640 teachers (330 females and 310 males) composed of the following categories:

Table 11: Categories of Teachers

	V	PT	IT	U	PSL	SSL	AET	CM
Kisumu	19	2	4	16	8	16	2	4
Mombasa	10	6	11	10	7	11	1	7
Nairobi	11	19	15	20	2	17	1	2
Total	40	27	30	46	17	44	4	13

V =Volunteers *PT =Pre-Service Trained*
IT =In-serviced Trained *U =Untrained*
PSL =Primary School Leavers *SSL =Secondary School Leavers*
AET =Adult Education Teachers *CM =Community Members*

Chart 6



Three priority needs were expressed by all the schools and centres, namely training of their teachers, provision of teaching and learning materials, and payment of teachers' salaries. The study found this to be justified because the majority of the teachers were found to be untrained. Training needs which were suggested by questionnaire respondents included the following:

-training in non-formal education (how to teach)
-guidance and counselling
-training in management

The study revealed a learner-teacher ratio of 26 (16,821 learners and 640 teachers).

11.7.6 Remuneration

In comparison to salary scales in the formal basic education sub-sector, non-formal education teachers were found to be poorly remunerated. The study found that volunteer teachers were not paid and that others, e.g. community members were given " a token".

NFE teachers' remuneration ranged between Kshs. 500 per month (for part-time adult education teachers) and Kshs.5000 per month. The study found that teachers in Mombasa received between Kshs.500 and Kshs.5000 and teachers in Kisumu between Kshs.500 and Kshs.4800. Schools and centres in Nairobi paid their teachers between Kshs.1000 and Kshs.8000 per month.

11.7.7 Pedagogical Process

Kiswahili and English were the media of instruction in all the schools and centres except for Kisumu where there was an additional medium.

It was reported by the questionnaire respondents that a variety of methods and techniques were used to facilitate learning including the following:

Child-centred/learner-centred
8+4+4 (didactical)
Chalk and talk
Adult education
Eclectic (selection of methods as appropriate)
Participatory (e.g. role play, drama, discussion)
Non-formal/alternative approaches e.g. multi-grade
Practical
Whole word
Didactic
Integrated.

However, lesson observations revealed that formal teaching techniques were extensively used. Informal post-lesson interviews with the teachers who used alternatives revealed that they were not conscious of the specific techniques they had used; that is they used them unconsciously. A case in point was a teacher in Kisumu who used the multi-grade technique quite well but did not actually know the concept of multi-grade teaching. The study did not seek to investigate how these mostly untrained teachers learned about these techniques.

11.7.8 Class Sizes

The study found that class sizes in Kisumu were small. The small class sizes between 10 and 20 learners made the use of multi-grade teaching techniques

possible. The study found large class sizes in Mombasa between 20 and 40 learners and in Nairobi, more than 60 learners.

11.7.9 Timing of Classes

Many of the centres were found to be organized along formal primary school lines with classes starting at 7.30 or 8.30 a.m. and ending at 4.30 or 5.00 p.m. A few centres had classes in the late mornings (9 a.m. - 1 p. m or 11 a.m. to 1 p. m.), afternoons (2 p. m. to 8 p.m.) and evenings (4 p.m. 6 p.m.) and 6 p.m. to 8 p.m. Late afternoons and evening timings were common in Mombasa.

11.7.10 Needs of the centres

The managers and teachers of participating NFE schools and centres expressed a number of needs. The most frequently mentioned needs were provision of teaching and learning materials, physical facilities particularly permanent classrooms, toilets, as well as training of teachers were included:

-training of school/management committee members
-payment of teachers' salaries
-financial assistance
-provision of furniture
-establishing a NFE school feeding programme
-improved terms and conditions of service for teachers
-mobilizing and sensitizing of the community on the need for basic education
-allocation of land and title deeds.

In view of the land ownership problems described earlier, respondents were unanimous that the land issue is very critical; because the majority of the schools and centres did not own the land on which they operated. What is more, they were not registered and by implication they are not legally in existence.

Managers of NFE schools and centres blamed the lack ownership and legal basis for operation for the schools and centres' inability to mobilize support for development. Well wishers were reported to be wary of contributing to a school or centre which may be here today and gone tomorrow.

11.7.11 External Support

External support and assistance to the schools and centres from a variety of sources was reported. The following table presents these sources and the nature of their support.

The study revealed that NFE schools and centres received different types of support from government and non-governmental agencies as the following table indicates:

Table 12: Sources and Types of Support to NFE Schools and Centres in Kisumu, Nairobi and Mombasa

Source of Support	Type of Support
Ministry of Education	Administrative (inspection) Provision of teachers
Ministry of Health (Public Health) Department	Health Inspection
Department of Adult Education	Provision of teachers Payment of teachers salaries Registration for KCPE examination
Provincial Administration	Security, mobilization of the community Legal advice
Local Authorities	Advice on land Inspection, support for training of teachers
UNICEF	Provision of desks, text books, equipment (sewing machines)
Church	Accommodation
Community	Payment of teachers' salaries, mobilization of the community, provision of building materials, fundraising, school/centre management (PTA)
NGOs	Payment of rent, provision of books, clothes, food
Children's Department	Inspection
Well wishers	Provision of toilet facilities
Private sector	Donations

It is on record that, in a few cases, Teachers' Service Commission recruited teachers have been posted to non-formal schools. In Mombasa it was reported that a non-formal school was taken over by the Municipal Council. Furniture provided by UNICEF were found to be in use at some of the schools and centres visited.

12.0 Discussion of the Findings and their implications for quality provision of non-formal education

12.1 Lack of understanding of the concept of non-formal education

The term "non-formal" is widely misunderstood to mean "informal" hence the reference to the so-called slum schools and community schools as informal schools. The term informal was orginally used in the Kenyan context, to refer to "schools without uniforms", which were mushrooming in the informal settlements of Nairobi - Kawangware, Kangemi, Korogocho, Kibera, Mathare, Pumwani. In 1998 the Nairobi Provincial Adult Education Office had a list of 116 schools and centres in the seven Divisions of Nairobi. (see Annexure 1). In 1999 the number of schools had increased to 124 (see Annexure 2).

A lack of understanding of the concept of non-formal education has resulted in a lack of education provision that fully conforms to the non-formal characteristics, and fulfils the objectives of non-formal education. The definitions of non-formal education, and the review of the relevant literature (see section 9.0) has shown that non-formal education seeks to fulfil the needs of specific learning clienteles (Coombs *et al.*, 1973:11). The objectives of NFE, therefore, include quality of life improvement through education that is functional, for example, occupational education "to develop particular knowledge and skills associated with various economic activities and in making a living" (Coombs, ibid), conscientization (Freire, 1970), and empowerment (Kindervatter, 1979). These are at the level of the individual. At the level of the society NFE, according to Evans (1981), could be instrumental in solving problems of equity,

access to education and the promotion of effective citizens' participation in national development.

It can be argued that NFE schools and centres have provided access to education for thousands of children, youth and adults who, in the absence of such schools and centres would have been left out. But it is access without quality and equity given the iniquitous circumstances in which some of the schools and centres operate.

In many ways what the schools and centres offer is not non-formal education but para formal primary education. One can therefore describe the schools and centres as para formal primary schools.

12.2 Poverty of the environment

The physical and social environments of the schools and centres are characterized by poverty. The general situation of poverty also characterizes the learning environment and negatively impacts on learning achievement. It was reported, during the study, that learners from NFE schools and centres who sat for the KCPE examination were low achievers. Low achievement is undoubtedly a consequence of low quality education received. The absence or inadequacy of appropriate teaching and learning materials, the preponderance of untrained teachers, and the poor learning environment are factors which militate against provision of quality education. It is doubtful whether, in situations of extreme deprivation, the learners can be expected to perform well.

12.3 Ownership and Proprietorship

The study revealed that majority of the schools and centres are owned by individuals, religious and secular organizations and communities whose response to a felt need resulted in the establishment of the schools and centres. Action by individuals, groups and communities represent a significant principle of community involvement in the provision of essential services including education. This is important for community participation however, it demonstrates the inability of the authorities to provide educational opportunities for all citizens. Leaving the provision of essential service such as education purely in the hands of communities without the conceptual capacity to make such provision is a serious cause for concern. The low quality of education provided in the NFE schools and centres evidences this concern.

12.4 Dropout

The reasons for learners dropping out of school were not established but the geo-social situation of the schools and centres could explain, albeit partially, some of the reasons for dropout. It could also be safely asserted that the reasons for dropout from the formal primary schools could be the same reasons for dropout from non-formal schools. Given that dropouts from formal primary and secondary schools constitute a large percentage of the population of the learners of non-formal schools it is possible that some learners who dropped in NFE schools may have dropped out a second time. Without occupational skills these double dropouts are expected to face an uncertain future.

12.5 Duration of Couses

Curriculum diversity was another NFE feature which the study revealed. The various curricular which were found to be on offer evidenced to some extent a response to the diversity of learning needs. Skills training was added to the 8+4+4, and basic liteacy curricula ostensibly to give the latter a vocational and functional orientation. But these were the exceptions in a situation where the formal school curriculum was widely used, and preparation for the KCPE was a major preoccupation if not obsession.

12.6 Characteristics and Needs of the Teaching Force

Lack of training, poor remuneration, and low morale of the teachers were found to be prevalent. Volunteers, generally untrained, primary and secondary school leavers, were predominant (see Table 11). Requests for payment of salaries and training opportunities for the teachers were at the top of the list of requests made by the schools and centres. With very little or no income the majority of the schools and centres were unable to pay the teachers especially those which charged minimal fees or did not charge fees at all. Low fees or the absence of fees was the factor which attracted learners to NFE schools and centres. Charging fees, especially economic fees, would have resulted in dropout given the inability of the learners to pay. The untrained teachers and volunteers therefore, were the ones that the schools and centres could afford given their inability to pay salaries. According to the questionnaire responses, training in how to teach, guidance and counselling and management were the specific training needs identified.

13.0 Conclusions

The dominant model of education, i.e. formal education, and its pedagogical hegemony has been criticized for failing to respond to the needs and aspirations of all those who seek to learn within its domain. Research findings across a range of disciplines including psychology, cognitive science, neurological science and anthropology have supported the critical stance. Researchers agree (cf.Gardner 1983, Goleman, 1995 for example) that every human being possesses a wide range of intelligence. These findings have tremendous implications for the way learning processes are organized to develop the full creative potential of the learner who is central to any learning enterprise. Learning purposes should be defined by the learner and the environment in which the learner lives.

The findings of the study in Kisumu, Mombasa and Nairobi provide evidence of the action, outside the framework of the established formal system, to liberate learning from the hegemony of formal schooling. Available evidence suggests that individuals and communities have taken action to respond to the need for education by a growing number of out-of-school children and youth who have either dropped out of the formal primary and secondary school or have never been to school due to lack of opportunities for schooling and other forms of learning outside school.

Action towards this end led to the establishment of alternative forms of learning institutions to achieve a number of objectives which include religious, vocational, human rights and ideological to some extent. The NFE schools and centres seek to bring learners within the achievement of their right to education as enshrined in the *Universal Declaration of Human Rights* and the *Convention on the Rights of the Child.*

Development and reinforcement of learners' potential, enabling learners to participate in processes of development at the community and political level, economic, social and political empowerment of the individual, liberation of the minds of the learners and transformation of their lives are the core objectives which the learning institutions must seek to fulfil. However, the general misunderstanding of the concept of NFE besides the general conditions of the institutions have not made the achievement of these objectives a reality.

The study confirmed earlier research findings (cf. for example, Yildiz, 1999-2000) that most NFE centres and programmes are private or community initiatives that have been established in response to a 'felt need' to fulfil objectives which included primarily rehabilitation and relief and secondarily, education. Many of the schools and centres are not registered with any government authority and those which are registered are registered not as schools but as rehabilitation centres with the Ministry of Culture and Social Services or as non-governmental organizations with the NGO Bureau under the 1990 NGO Coordination Act or operate purely as community-based organizations. As the NGO sector has grown over the years so has the number of organizations involved in the non-formal education enterprise. It is reported that the number of organizations involved in non-formal education grew from 159 to over 300 in 1999 in Nairobi alone (Yildiz *op.cit. p.* 48).

The growth of the NFE sub-sector is also a factor of the state of the economy and the increasing levels of poverty. The correlation between the dysfunctions of the national economy and the dysfunctions of the formal school system has implications for alternative forms of learning which are low in cost and high in their capacity for increasing access. According to UNESCO

> " when national economies run out of stream, and systems of formal education are stretched to their limits, it is imperative to find credible and realistic alternatives for those left out. "

The leftouts comprise a significant target group for non-formal education. According to the findings of the study these are poor, street children, the homeless, child labour victims and other children in especially difficult circumstances. These have both education and economic needs among others which the various programmes, in their diversity, are expected to meet through a variety of curricular offerings. Previous research findings indicate that the programmes are worthwhile in terms of providing opportunities for access to education.

The opportunities provided by non-formal schools and centres are described as good. Learners are said to be interested in the programmes and would like to learn more. The programmes are also regarded as good for community development in general and good for adult learning in particular. Anecdotal evidence by individual learners indicate popular satisfaction with the programmes without which they would have been left out. However, the findings of the study indicate that the non-formal schools and centres are in unconducive physical and social environments and that the quality of their learning processes are poor. Poverty appears to be a condition not only of the learning environment but also of the material condition of the learners. This pervasive situation of poverty of the learning processes and by extension poverty of the outcomes detract from the value of providing access of education opportunities. Access without equity and quality of the learning processes is valueless.

The findings also indicate a high dropout which renders participation unsustainable. Poverty in the households which is reflected in the inability of learners to meet the cost of their education is one of the reasons given for dropout from formal schools. Low-cost non-formal education does not seem to contribute to keeping the learners in school. The locations and environments of the schools and centres are major militating factors against persistence. The slums are characterized by many social problems which affect the homes of the learners and contribute to pulling them out of school. The environments for learning, including the home environments are important factors for facilitating learning.

The poor quality of education provided by the schools and centres is also due to unqualified, poorly remunerated, and poorly motivated teachers. The schools and centres are also poorly managed by personnel without even a smattering of management skills or know-how.

The study was carried out on the proposition that non-formal education in Kenya, is a curricular organizational approach to the provision of alternative forms of basic education for all. The study findings indicate many curricular approaches including the formal 8+4+4 curriculum and its variants such as 8+4+4 combined with skills training.

The essential characteristics on non-formal education including short duration of courses, flexible timing of classes, multi-grade, multi-shift classes with learners of different ages and abilities were visibly in evidence. The curricular organizational approaches seemed to respond to the diversity of learners' needs and their cultural and social dispositions. Mobile schools, feeder schools, multigrade and multi-shift classes represent the diversity of the learners needs but in general, facilitation of learning is in the formal school mode given the preponderance of untrained teachers many of whom merely reproduce the formal school methods with which they were familiar. The 8+4+4 culture seemed to be pervasive with many schools preparing candidates for the Kenya Certificate of Primary Examination (KCPE) which unfortunately led them to a dead end as the successful ones rarely got admitted to national schools. The 8+4+4

has been the subject of relentless criticism resulting in the setting up of a Commission of Inquiry into the Education System. According to the Commission

> the implementation of the 8+4+4 system of education was haphazard and lacking in several crucial ways [---]. This led to poor rendering of the practical orientation of the curriculum and to lower enrolments, high rates of dropout and poor achievement because of increased rote learning rather than practical application. The content of the curriculum was over-loaded and impossible to cover within the specified academic year.

The Commission made far-reaching recommendations to transform the system of education including the non-formal sub-sector which for the first time, was the subject of an in-depth analysis.

13.1 Access without Quality

Non-formal schools and centres have contributed to providing education opportunities but without quality. Definition of the concept of quality in education is not absolute. It depends on the purpose of education and by extension the objectives of the curriculum to achieve that purpose. It also depends on the learners and the learning process which include the teachers, the learning materials and the learning environment including the physical environment and other facilities.

The concept of quality cannot be adequately discussed without discussing the concept of relevance as the two are mutually inclusive. What can be concluded from the study is that the non-formal schools and centres are fulfiling a need i.e. to provide opportunities for children and youth who have been left out by the formal school system. There is access to basic education but for what purpose?

14.0 Recommendations

14.1 Inclusion of NFE in Basic Education System

The following recommendations are made in the hope that they will, if implemented, contribute to the development of a non-formal education that is equitable and of good quality. This can be achieved by the inclusion of NFE in an integrated basic education system so that parity of esteem of both the formal and non-formal sub-sectors is obtained. It is recommended that the NFE be included in the education system as the following figure indicates[9]

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[9] *Formal Education*

According to the International Standard Classification of Education (ISCED, 1974) formal education is described as intentionally organized full-time learning events with the following characteristics:
-hierachically structures
-chronologically graded (succession of levels and grades)
-admission requirements
-formal registration
-regular fixed duration and schedule
-defined target groups (5 – 25 years old)
-learning takes place within established educational institutions
-pre-determined pedagogical organization, contents, methods, teaching and learning materials.

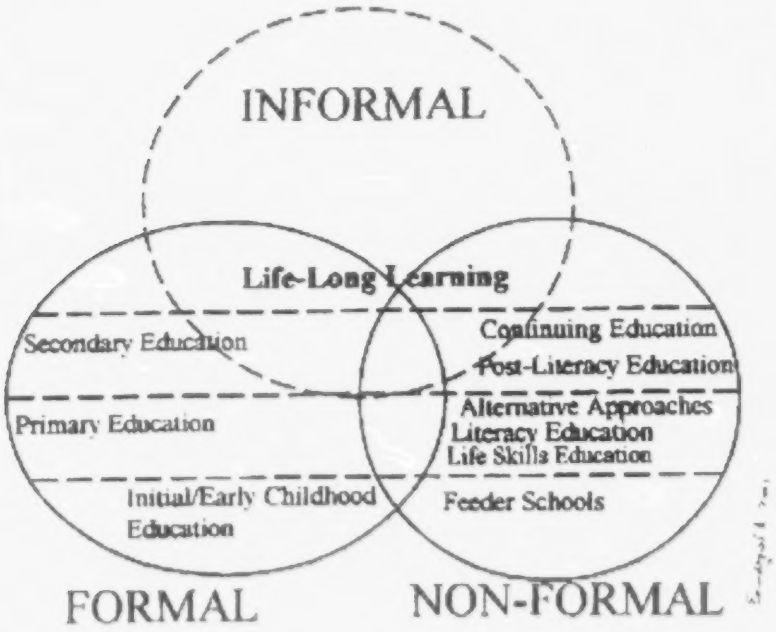
- *Non-Formal Education*

Non-Formal Education refers to intentionally organized learning events catering essentially to persons who are not participating in formal education. Non-formal education does not fulfil any of the above (formal education) criteria.

- *Informal Learning*

Informal Learning is in general unintentional, unorganized and unstructured learnings events that occur without regard to time and place e.g. family, workplace; may be self-directed or socially-directed learning. The formal system does not include pre-school education which is currently the responsibility of private agencies and communities. It operates within the legal framework of the Education Act.

Figure 1: Organization and structure of the Formal and Non-formal Education/Learning Sub-sectors



Non-formal education consists of a variety of provision by communities and groups; it shares a lot with the formal in some areas. In Arid and Semi-Arid Lands (ASAL) for example, feeder schools and mobile schools are characteristic features of the sub-sector. Both sub-sectors should interface with a system of equivalency to facilitate movement from the non-formal to the formal and vice versa. They should be on a par in terms of esteem, to obviate the problem of non-formal being regarded as a lesser option and the opportunities it offers as those for the poor.

Interfacing should be facilitated by curriculum harmonization to ensure that the minimum essential learning needs are met in terms of the core competencies to be acquired in accordance with set standards and acceptable level of learning achievement.

As far as it is practicable, the facilities of the formal sub-sector should be used by the non-formal sub-sector. This would ensure not only the effective utilization of the physical resources but of the human resources as well. The non-formal schools and centres lack teaching and learning resources besides the fact that the majority of their teachers are untrained and learning is taking place or is expected to take place in an unconducive environment. The learning environment of which the physical facilities are a part constitute an essential input into the pedagogical process. Research evidence (IIEP-NIEPA, 1987)[10] for example, on the quality of basic education services, revealed that school achievement is positively associated with the level of physical facilities in primary schools. Another advantage of interfacing and perhaps justification for it is that the formal sub-sector would draw from the experiences of the non-formal in terms of curriculum innovation.

Primary responsibility for provision of basic education for all rests with the Government in partnership with stakeholders. It is therefore imperative for the Government to recognize non-

[10] International Institute for Education Planning – National Institute for Educational Planning and Administration in India.

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formal education, and ensure, through legal and other measures, that quality and equity characterize the processes of learning.
Mechanisms should be put in place to establish the status, competence and professionalism of providers of non-formal education with the view of ensuring quality delivery of service, and accountability. If the Government is to execute its responsibility for provision of basic education for all it must know who its partners are. To this end, all providers must be registered by the Ministry of Education and a directory of NFE providers prepared. Knowing who the providers are and what their capacities are would facilitate regulation of the sub-sector and planning for the provision of resources and other forms of support. Many of the schools and centres in their present condition negate the objective of education for all with equity and quality. The recommendation to bring the NFE schools and centres within the existing framework is not new. It has been made in the past and lately by the Commission of Inquiry into the Education System of Kenya. The recommendations of the commission are pertinent here.

14.2 Training of Teachers

The survey findings indicate that the majority of NFE teachers are untrained, poorly remunerated and poorly motivated. A national basic education system of which the NFE sub-sector is an integral part will have implications for the training of teachers at both the pre-service and in-service levels. The training of teachers especially for NFE and alternative approaches to basic education must take account of the special needs of the sub-sector.

Innovative and instructional strategies and training approaches will have to be considered, for example, training of polyvalent teachers i.e. teachers with competencies to facilitate learning in both the formal and non-formal domains. Non-conventional training methodologies which recognize the role of the learner in an interactive learning situation should be included in the training curriculum. The processes of teacher training should also be informed by research findings in the relevant disciplines.

14.3 Retention of diversity

Non-formality is the quintessence of non-formal education. This trait manifests itself in several ways including the following: need-based curriculum which takes account of the socio-economic and cultural ethos of the learners, for example, pastoralism is both a cultural and an economic reality of the nomadic pastoralists. What is taught and learned should take account of this reality.

The organization of learning should also take account of the learners' learning style, circumstances and life situations. Multi-grade, multi-shift classes, mobile schools and the nexus between education and production are some of the essential and unique features of non-formal education.

14.4 Establishment of a non-formal education database

It is recommended that a directory of non-formal education providers be established, and statistical information system on non-formal education be developed along the lines proposed by Unesco, during the Regional Workshop on Development of NFE Statistical Information Systems.

14.5 Community education

Given the role of the community in the establishment and management of non-formal schools and centres, a programme for sustained education of community members including school/centre managers is recommended. Community education will not only improve management, it will facilitate mobilization of the community towards basic education and ultimately the eradication of illiteracy.

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15.0 Some Issues to Ponder

The study generated discussion on a number of critical issues which have implications for the provision of effective non-formal education and learning opportunities. Two of these will be discussed. First is the issue of curriculum relevance - "what is taught and learned?" and "what ought to be taught and learned?" These questions assume that education and learning should address a number of mutually related needs in terms of knowledge, skills attitudes and values. Today's complex world calls for multiple competencies to read not only along the lines but also between and beyond the lines. The *Commission on Education for the Twenty-First Century* summarizes the types of learning that is required by all viz,

Learning to KNOW
Learning to DO
Learning to BE
Learning to LIVE TOGETHER

Learning to BE and Learning to LIVE TOGETHER are two core objectives of values education. How can education serve to enhance acceptable humanistic values instead of seeking to destroy them? The processes of destruction in all aspects of life including life itself, are now apparent.

The second is the issue of poverty. Non-formal education programmes should be designed with the objective of alleviating poverty. To this end, the NFE Curriculum should aim at facilitating the acquisition of work-oriented skills. Functional application of what is learned would contribute greatly towards improving the learners' quality of life. Lessons in this regard can be drawn from the PraSUPE Project.[11]

The NFE schools and centres are poor conceptually, physically, materially and pedagogically. The poverty of the schools mirror the poverty of their learners' environment. Government's intervention in the NFE sub-sector will, to a great extent, contribute to alleviating their poverty. This will be consistent with the call of the President of Kenya, in his *Foreword* to the **National Poverty Eradication Plan**,[12] for "increased investment in education and health of the poor in order to make them more productive and bring them into the mainstream of national development".

[11] The PraSuPE Project is one of the GTZ-supported project in the education sector. PraSuPE's objective is to improve the theoretical grounding, practical skills and attitudes of primary schools leavers in Agriculture, Home Science and Art and Crafts so as to enhance their opportunities for further education in the formal and informal sector as well as their training potential.

[12] The National Poverty Eradication Plan was formulated in consonance with the goals of the 1995 World Summit for Social Development which includes the social integration of the disadvantaged. One of the three components of the Plan is a Charter for Social Integration which recognizes the right to literacy and numeracy for all.

Annexure 1: Enrolment in NFE Schools and Centres in Nairobi

1.1 (a) 1998 Enrolment

No.	Division	No. of Schools/Centres	No. of Girls	%	No. of Boys	%	Total
1.	Central/Pumwani	29	2,300	51	2,231	49	4,531
2.	Embakasi	19	2,000	48	2,198	52	4,198
3.	Dagoretti	11	1,028	47	1,150	53	2,178
4.	Kasarani	19	3,086	48	3,358	52	6,444
5.	Kibera	22	2,375	50	2,350	50	4,725
6.	Makadara	8	2,314	50	2,322	50	4,636
7.	Westlands	8	1,350	52	1,224	48	2,574
		116	**14,453**	**49**	**14,833**	**51**	**29,286**

Source: Nairobi Provincial Adult Education Office, 1998

1.1 (b) 1999 Enrolment

No.	Division	No. of Schools	No. of Girls	%	No. of Boys	%	Total
1.	Central*	31	2,532	49	2,668	51	5,200
2.	Embakasi	18	2,405	49	2,490	51	4,895
3.	Kasarani	45	5,847	54	4,913	46	10,760
4.	Kibera	22	2,404	49	2,529	51	4,933
5.	Westlands	8	1,253	51	1,179	49	2,450
		124	**14,441**	**51**	**13,797**	**49**	**28,238**

Source: Nairobi Provincial Adult Education Office, 1999

*The figures for Pumwani division were included in those of Central. Figures for Dagoretti were not available.

Annexure 2: List of NFE Schools and Centres in the Study

KISUMU

1. Canaan Non-Formal Education Centre
East Reru Sub-Location
P. O. Box 92, RERU
Established 6 February 2000

2. Manyatta Arab (Madarassa)
Manyatta Arab Slum
P. O. Box 1638
KISUMU

3. Kaloleni NFE Centre
Kaloleni
P. O. Box 105 Kisumu
Established 1997

4. Ring Road Orphanage and ECD
School Nyalenda B
Box 2417 Kisumu
Established 1997

5. Dunga NFE Centre
Nyalenda B
Box 2552
Established 2000

6. Elimu Non-Formal Education
Centre (Near Nyangande Market)
Box 19 Nyangande
Established June 1999

7. Buoye Non-Formal
Luanda
c/o Rabuor - Kadibo Division
Established July 2000

8. Kadete New Apostolic Church
Box 1986 Kisumu
Established 1999

9. Wachara Non-Formal Centre
(in Wachara Youth Polytechnic)
Bar B Sub-Location
Established 1999

10. Kungu NFE
Nyahera Sub-Location
Established 1998

11. Judea Complex Centre
Kolwa East Location
Manyatta B Sub-Location
Box 2731 Kisumu
Established 1997

12. Manyatta G. Muslim Brotherhood
Centre
Manyatta B
Box 6226 Kisumu
Established 1998

13. Ogam B Non-Formal Centre
Kolwa West Location
Box 4571 Kisumu
Established 1999

14. Kuoyo Non-Formal Centre
Kolwa West
Box 873
Established 1990

15. Agape Gaff
Nyalenda A
Box 245
Established 1993

16. Ogam A. NFE Centre
Manyatta B
Box 4416 Kisumu
Established 1994

17. Faith Classic Children Centre
& Academy
Manyatta A Sub-Location
Box 4061 Kisumu
Established 1997

18. New Good Samaritan
Nyalenda A Sub-Location
Box 1300 Kisumu
Established 1996

19. St. Daniel's
Canaan NFE School
Nyalenda B Sub-Location
Box 7398 Kisumu
Established 1999

20. Olare
Kit-Mikayi East Seme Location
Box 222 Kombewa
Established 1995

21. Ober
South Kapunja
Darajambili
Via Kisumu
Establshed 1995

22. Teenage Mothers and Girls
Association of Kenya (TEMAK)
Tom Mboya Estate House No. 1
Box 4220 Kisumu
Established 1993

23. Manyatta Hall Centre
Kondele
Established 1996

24. Juvenile Remand Home
Kisumu Town
Box 1486 Kisumu

MOMBASA

25. Kwa Jomvu Nursery Centre
Jomvu Madukani
Miritini Location
Established 1979

26. Shuban
Likoni
Box 96111
Established 1995

27. Vijiweni Literacy Centre
Mtongwe-Likoni
Box 84990
Established 1994

28. Timbwani Consolata Sisters
Likoni
Box 96098
Established 1991

29. Shanzu Boy's Probation Hostel
Shanzu Area Off Malindi Road
Box 10008 Bamburi,
Mombasa
Established 1998

30. Shimo La Tewa Borstal Institution
Shimo La Tewa Area Off
Malindi Road
Box 90152

31. Freretown
Freretown
Kisauni Location
Established 1993

32. Al-Hijrah Integrated Academy
Kisauni
Box 97377
Mombasa
Established 1982

33. Voroni
Bamburi
Box 84990 Mombasa
Established 1994

34. Kengeleni/Kongowea
Community School
Box 90381
Mombasa

35. Sinogal Multi-Grade System
Kisauni Division, Magogoni
(Next to Mshomroni Road)
Box 34155 Mombasa
Established 2000

36. Kadzandani Community
& Primary School
Kisauni
Established 2000

37. Mtopanga Community School
Kisauni Location
Box 88809
Mombasa
Established 1994

38. St. Teresa Bangladesh
Bangladesh Changamwe
Box 218
MOMBASA
Established 2000

39. Miritini Scouts Centre
Miritini Vikobani
Box 84990
Mombasa
Established 1997

40. Bokole Literacy
Changamwe-Bokole Port Reitz
Location
Box 265
Mombasa
Established 1999

41. Mikindani Non-Formal Centre
Kwa Shee Sub-Location
Mikindani Location
Box 8499
Mombasa
Established 1998

42. St. Mary's Banglandesh
Community School
Banglandesh
Box 90381
Mombasa
Established 1993

43. Grandsons of Abraham Street
Children Programme
Mikindani
Box 17030
Mombasa
Established 1995

44. K.A.N.U. Magogo Centre
Mombasa
Changamwe
Box 93100
Mombasa
Established 1997

45. Bimu Literacy Centre
Port Reitz
Box 84990
Mombasa
Established 1999

46. IFC Living Word Education
Centre
Mikindani Estate
Mombasa
Established 1996

47. Nyayo Kalahari Centre
(Near Kipevu Road)
Box 84990
Established 2000

48. Prince of Peace School
Tudor Slum
Box 83614
Mombasa
Established 1997

49. Shimanzi Literacy
Centre
Shimanzi Railway Ward

50. Majengo Community School
Majengo
Box 84990
Mombasa
Established 1984

51. Mwangala Community Centre
Established 1993

52. Spaki
Tononoka
Box 97430
Mombasa
Established 1965

NAIROBI

53. St. John's Community Centre
Non-Formal School
Pumwani Division
Box 16254
NAIROBI
Established 1991

54. Ngotas Upendo Primary School
(Behind Mathera Chief's Camp)
Off Juja Road
Box 4
Nairobi
Established 1993

55. St. Hellen Day Nursery
Mathare No. 10
Established 1997

56. Maria House Women's Centre
Eastleigh Section 7
Box 50504
Nairobi
Established 1986

57. Hiltop Academy
Mathare (Nairobi)
Box 68726
Nairobi
Established 2000

58. Shiranga Community School
Embakasi Division
Nsini Location
Maili Saba Village
Nairobi
Established 1992

59. Kangemi Happy Happy
Kangemi Area
Box 63345
Nairobi
Established 1995

60. Star of Hope Community School
Box 78425
Nairobi
Established 1985

61. Jitegemee Primary School
and Youth Centre
Korogocho, Kasarani Division
Nairobi
Established 1989

62. St. Benedicts Parish Informal
School
Thika Road
Box 32101
Nairobi
Established 1994

63. St. Niko Believers Academy
Kangemi and Kawangware
Box 55131
Nairobi
Established 1998

64. Kwa Watoto Centre and
School
Soweto (Kayole) Embakasi
Division
Box 47192
Nairobi
Established 1998

65. Dandora Girls and Women
Education Centre
Dandora Phase IV
Box 6141
Nairobi
Established 1997

66. St. Justino Centre
Soweto - Kayole
Box 28109
Nairobi
Established 1990

67. Kabiro Harambee Primary School
Kawangware Location
Dagoretti Division
Box 25159
Nairobi
Established 1985

68. Soweto Informal School
Soweto Slum (Next to
Farmers'Choice)
Box 65588
Nairobi

69. Kivuli Centre
Riruta Satelite-Kabiria
Box 21255
Nairobi
Established 1997

70. Faith Rehabilitation Children's
Centre
Dandora Phase V Location
Box 7790
Nairobi
Established 1994

71. ACK St. Christopher's
Community Centre
Mathare North
Mathare Village Slums
Box 77068
Nairobi
Established 1997

72. Pipeline Adult Centre
A.I.C. Pipeline Embakasi Division
Box 1913
Nairobi
Established 2000

73. Calvary Primary School
Box 29816
Nairobi
Established 1991

74. Chandaria Adult Centre
Dagoretti Health Centre
Box 43678
Nairobi
Established 1999

75. Riziki Daycare Centre
Kibera Toy Market
Box 71420
Nairobi
Established 1987

76. Ngei P.A.G. Primary School
Box 8793
Nairobi
Established 1988

77. St. Martin's Primary School
Kibagare Vocational Training Centre
Kibagare (Behind Nairobi School)
Box 68291
Nairobi
Established 1980

78. Our Lady of Nazareth
Primary School
Embakasi (Mukuru Kwa Njenga)
Box 50504
Nairobi
Established 1972

79. St. Kizito Community School
Box 6141
Nairobi
Established 1989

80. Kariobangi P.A.G. School
Box 75696
Nairobi
Established 1990

81. Elimu Nursery and Primary School
Nairobi Baba Dogo
Box 23606
Nairobi
Established 1994

82. Noven Nursery & Community
Youth Centre
Kariobangi North
Box 1238
Nairobi
Established 1992

83. Riverside Youth Centre
Box 77331
Nairobi
Established 1988

84. Bridge View Academy
and Youth Centre
Korogocho Slums
Box 56543
Nairobi
Established 1996

85. Community Child Centre
Kabete Primary School
Parklands Location
Box 571 Uthiru
Established 1995

86. Laini Saba Primary
Kibera
Box 21188
Nairobi
Established 1992

87. Meryland Children's Community
Complex
Kawangware Slum
Macharia Road
Box 25062
Nairobi

88. Bethany Primary
School/Child Care Centre
Kawangware Slum
Kanungaga Area
Box 23327
Nairobi
Established 1995

Annexure 3

List of Key Persons Interviewed

1. Lydia Muchira, Deputy Provincial Director of Education, Nairobi
2. Ann Wandie, Provincial Adult Education Officer, Nairobi
3. Elizabeth Gitau, Kenya Institute of Education
4. The Education Officer, Nairobi City Council
5. The Municipal Education Officer, Mombasa Municipal Council
6. The Education Officer, Kisumu Municipal Council
7. The Coast Provincial Planning Officer
8. Rev. Andrew T. M. Motari, Project Manager, Jitegemee Primary School and Youth Centre
9. Kadija Karim, Provincial Director of Education, Mombasa
10. Alois Opiyo, Undugu Society of Kenya
11. Dixon O. Ogonya, District Education Officer, Kisumu
12. Abdul Hamid Slatch, Young Muslim Association
13. Tobias Omondi, Bosco Boys (A Project for Children in Need)
14. Lucy Gitonga, Girl Child Network

Annexure 4: Chronology of Research and Studies on Non-Formal Education in Kenya (1994 -2000)

1994:	Survey of Non-Formal Education in Kenya by KIE
1994:	Comprehensive Education Sector Analysis by MOEHRD and UNICEF
1996:	Cooperation Action Strategies in Basic Education (CASE) Africa Project. Case Study of Undugu Basic Education (UBEP) in Kenya by Dr. P. A. Ogula for UNESCO Sub-Regional Office for Southern Africa
1996:	Participatory Programme Review: ACTIONAID KIBWEZI Master Plan on Education and Training, 1997-2010
1999:	Survey of Non-Formal Education - Alternative Approaches to Basic Education in Mombasa by NFE National Workshop
1999:	Survey of Formal and Non-Formal Education in Parts of Samburu, Turkana, Marsabit and Moyale Districts by Ministry of Education, Science and Technology
1999:	Action Against Child Labour: Strategies in education by ILO/IPEC
1999-2000	Commission of Inquiry into the Education System and Proplication of the Koech Report
1999-2000	Situational Analysis of Basic Education in Kenya by Dr. Nancy E. Yildiz
2000:	Survey of Non-Formal Education - Alternative Approaches to Basic Education in Maralal, Samburu District by NFE - AABE Stakeholders Forum
2000:	Survey of Non-Formal Education in Kisumu, Nairobi and Mombasa by Ekundayo J. D. Thompson
2000:	Survey of Basic Education in Kenya including Non-Formal Education by GoK and UNESCO
2000:	Survey of Basic Education in Nairobi's Informal settlements by NISCC and DfID

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